


SIG Form 1–Application Cover Sheet

**School Improvement Grant (SIG)
Application for Funding**

**APPLICATION RECEIPT DEADLINE
July 2, 2010, 4 p.m.**

Submit to:
California Department of Education
District and School Improvement Division
Regional Coordination and Support Office
1430 N Street, Suite 6208
Sacramento, CA 95814

NOTE: Please print or type all information.


County Name: Santa Cruz County		County/District Code: 44-69799
Local Educational Agency (LEA) Name Pajaro Valley Unified School District		LEA NCES Number: 0629490
LEA Address 294 Green Valley Road		Total Grant Amount Requested
City Watsonville	Zip Code 95076	
Name of Primary Grant Coordinator Ylida Noguera		Grant Coordinator Title Assistant Superintendent
Telephone Number (831) 786-2133	Fax Number (831)761-0334	E-mail Address ylida_noguera@pvusd.net
CERTIFICATION/ASSURANCE SECTION: As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
Printed Name of Superintendent or Designee Dorma Baker, Superintendent		Telephone Number (831) 786-2135
Superintendent or Designee Signature 		Date 6-28-10

Collaborative Signatures: The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

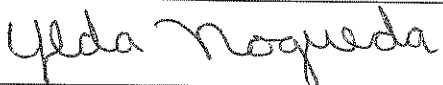
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SIG Form 2—Collaborative Signatures (page 2 of 2)

School District Approval: The LEA Superintendent must be in agreement with the intent of this application.

CDS Code	School District Name	Printed Name of Superintendent	Signature of Superintendent
44-69799	Pajaro Valley Unified School District	Dorma Baker	
CERTIFICATION AND DESIGNATION OF APPLICANT AGENCY			

Applicant must agree to follow all fiscal reporting and auditing standards required by the SIG application, federal and state funding, legal, and legislative mandates.

LEA Name:	Pajaro Valley Unified School District
Authorized Executive:	Ylda Nogueta, Assistant Superintendent
Signature of Authorized Executive	

SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements, B. Narrative Response Requirements* on page 22 of this RFA, and the SIG Rubric, Appendix A.

i. Needs Analysis

Response:

The Superintendent, Assistant Superintendent for Elementary Education, and the principals of the three elementary schools, Calabasas Elementary, Hall Elementary and MacQuiddy Elementary, conducted a thorough assessment of each school using data from the CST and CELDT, including trend data over the past 5 years, district benchmark data, the APS, the district parent survey, and observations of classroom teaching. The Superintendent and Assistant Superintendent met with parent/community groups and staff from each of the three schools to elicit a range of perspectives on the needs of each school.

Calabasas Elementary: At Calabasas Elementary School a new principal was hired in June, 2009, and a comprehensive needs analysis was begun at that time. An examination of California Standards Test (CST) data in English Language Arts (ELA) showed that the students at Calabasas were performing far below the state and district averages. The chart below shows the percentage of students at each grade who scored proficient or above on the English Language Arts portion of the CST over the past 5 years.

Percent Proficient or Above on the ELA CST by Grade

	ELA Prof. 2nd	ELA Prof. 3rd	ELA Prof. 4th	ELA Prof. 5th
2004-05	5%	10%	23%	25%
2005-06	9%	5%	33%	21%
2006-07	9%	16%	17%	22%
2007-08	20%	13%	16%	19%
2008-09	22%	9%	19%	27%

The percentages for 2009 have not improved much over previous years and are far below both the district average of 37.5 percent proficient and state target of 45 percent proficient for 2010. Overall, 21.4% of the students at Calabasas were proficient or above in 2009. None of the significant subgroups at Calabasas have met AYP goals, particularly the most significant subgroup, English Learners. The following is an analysis of the significant subgroups at Calabasas.

- In 2009, 20.6% of Hispanic students were proficient or above. In 2008 it was 20.6% as well.
- In 2009, 16.2% of English learners were proficient or above. In 2008 it was only 14.9%.
- In 2009, 19.4% of Socioeconomically Disadvantaged students were proficient

or above. In 2008 it was 18.6%.

Calabasas Elementary, like many schools in the Pajaro Valley Unified School District, (PVUSD) has a large percentage of English Learners. Nearly all of them speak Spanish as their first language. According to the R-30 Language Census Report in 2008-09, Calabasas had 430 Limited English Proficient (LEP) students out of a total of 639 or 67%. Calabasas has 180 migrant students, the highest number in the district.

Examination of CELDT data shows that while many Calabasas students are making progress in English listening and speaking skills, the school is not consistently meeting targets in AMAO 1 (percentage of English Learners making expected growth in English) and AMAO 2 (percentage of English Learners reclassifying to Fluent English Proficient), and falls far short of making AMAO 3 (percentage of students scoring proficient or above on the CST) targets in English Language Arts.

Calabasas AMAO Data

CELDT Year	AMAO 1 Target = % Making gains in English	Met AMAO 1	AMAO 2 Target = % Reclassifying to FEP	Met AMAO 2	Met AMAO 3 = % Proficient in ELA on CST
2006	48.70%	35.7% - No	27.20%	12.3% No	No
2007	50.10%	56.7% - Yes	28.90%	41.2% - Yes	No
2008	51.60%	53.7% - Yes	30.60%	40% - Yes	No
2009	53.10%	45.8% - No	32.20%	31.5% - No	No

Individual student results on district benchmark exams and individual reading tests also showed that while many students have acquired grade appropriate phonics and decoding skills, they have not acquired the academic vocabulary and comprehension skills to read and understand grade level text. It was not uncommon to see students read over 100 words/minute and be unable to retell what they have read.

In mathematics, an examination of CST data shows that at Calabasas, increasing numbers of students at all grades scoring were proficient or above over the past five years with particular gains in the 2008-09 year. Students are nearing the district average of 44.1 percent proficient and the state average of 45.5 percent proficient for the 2009 year.

Percent Proficient in Math CST by Grade

	Math Prof. 2nd	Math Prof. 3rd	Math Prof. 4th	Math Prof. 5th
2004-05	22%	29%	29%	15%
2005-06	31%	16%	36%	24%
2006-07	27%	33%	33%	30%
2007-08	35%	39%	30%	25%
2008-09	52%	43%	40%	31%

In addition to test scores, Calabasas also examined the results of the Academic

Program Survey (APS) for 2009. The results of that survey as well as classroom observations by site administration showed the following weaknesses in the English Language Arts and ELD instructional programs at Calabasas:

- While the district had provided the state adopted core instructional ELA program, Houghton Mifflin, for all teachers, not all teachers at Calabasas had or were consistently using all of the components of the program.
- English Learners were receiving little, if any, specific instruction in English Language Development (ELD).
- While some teachers incorporated some ELD into their English Language Arts (ELA) instruction, ELD was not specifically taught nor targeted to meet each student's needs.
- There was little use of the district-purchased ELD program, Carousel.
- While all teachers were doing their best to follow the district pacing guides and use instructional time appropriately, classroom observations and discussions with teachers revealed that many teachers had inadequate training in how to fully engage students in learning and differentiate instruction to meet the needs of each individual student within the classroom, (Tier 1 intervention).
- While the school met or exceeded the minimum number of instructional minutes, teachers lacked sufficient teaching time to adequately cover the ELA, Math, ELD, and content area instructional needs of the student population.
- There was no clear plan or instructional time set aside to provide additional practice and support for those students who needed additional help in order to master grade level standards (Tier 2 intervention).
- There was a lack of clear alignment between the after school program and the regular day instructional program. While students were engaged in purposeful academic and enrichment activities after school, academic support did not support or enhance what was taught during the regular school day. Teachers need to work together in grade level teams to ensure that all students at a grade level receive the same homework each day, making it easier for after school staff to reteach or preteach new concepts and skills.
- Even though nearly 50% of the 3rd and 4th graders and about 20% of the 5th graders were two years or more below grade level standard in reading, there was little differentiation of instruction or use of the state adopted accelerated curriculum, Language! 3rd edition, (Tier 3 intervention) to help these students catch up.
- Teachers are beginning to utilize new technology such as interactive white boards, LCD projectors and digital document cameras to enhance instruction but need more training to more fully utilize the capacity of these technologies to support student learning.

With the announcement that Calabasas was identified as Persistently Low-Achieving Tier I school, district and school administration immediately began a series of meetings

with both parents and school staff to obtain more information about how best to address the needs of the students and to assess the capacity of the school personnel and parent community to implement change.

The teaching staff met on March 16th with district administration to express concerns and share ideas. They met again on April 20th and May 11th using the information from the Handbook for Effective Implementation of School Improvement Grants from the Center for Innovation and Improvement, 2009. They divided into 4 mixed grade level groups to examine best practices in: 1) Classroom Assessment and Instructional Planning, 2) Classroom Instruction, 3) School, Community, Parents and Learning, and 4) School Leadership, Decision Making, Professional Development and Time and compare them with practices already in place at Calabasas, (See Appendix pp. 15,16). They acknowledged a need for more support in the following areas:

- Strategies to differentiate instruction and increase student engagement
- Continued training and support in teaching ELD
- Time to be able to collaborate and coach one another in the implementation of new skills they have learned
- Time for data team planning to examine student data, set instructional goals, identify and use appropriate teaching strategies, and measure results
- Extension of school day to provide more instruction for students and allow greater continuity and collaboration between the regular day and the after school program
- More parent involvement and parent training to help support students at home
- More communication between school and the parent community, including a certificated parent liaison to facilitate communication and training

The parent community met with district and site administration on March 16th and the School Site Council examined parent survey data and reviewed parent comments and concerns on April 20th and March 11th. Parents expressed needs in the following areas:

- Parents were honest in their assessment that they have not done enough to help in the school and need to volunteer more.
 - Parents expressed a need for more training in the academic skills that their children are learning.
 - Parents also expressed a need for more teachers who can speak Spanish
- Notes from these meetings are included in the Appendix pp1-4.

Site administration completed an analysis of school climate using the district parent survey, (See Appendix pp. 20-23), completed in February, 2010. Over 250 parents responded to the parent survey and the results were overwhelmingly positive.

- **Academic Program:**
89% of the parents understand grade level standards, receive enough information to understand the school academic program and agree that their child is challenged to reach his/her academic potential
- **School Climate:**

91% of parents report that their child feels safe at school, that the school is responsive to their needs, and that they feel comfortable talking with the child's teacher

- **School Support Resources:**

89% of the parents know who to contact if their child needs help and 85% of the parents state that the school provides opportunities for them to learn how to help their child succeed at school

- **School Physical Environment:**

83% of parents feel that Calabasas school is in good physical condition and 89% believe that the teachers maintain an environment that is conducive to learning

- **Teachers and Administrators:**

91% of the parents report that teachers encourage them to become involved in school, and 83% believe that teachers pay attention to their child's feelings

- **Partnerships:**

97% of parents have attended school functions but only 69% believe they have ample opportunities to become involved in school activities

- **Technology:**

73% of parents report that their child spends time on the computer at school, but only 53% of the parents report that their child has access to a computer at home

While parents perceive Calabasas Elementary School as a safe place and the teachers as caring and supportive, over the past few years the school has had a significant number of student suspensions.

Number of Student Suspensions per Year at Calabasas

Calabasas	2005-06	2006-07	2007-08	2008-09
Total # Days of Suspension	122	161	117	11

A bullying prevention program was begun in the 2008-09 school year and student suspensions are down significantly from previous years. The school will need to continue training for students in appropriate social skills to continue to support a school climate that discourages bullying. Parents have also requested additional training in teaching these skills in the home.

In the fall, 2009, the school purchased a system to inform parents by phone of school events resulting in a dramatic increase in parent turn out and support. Student incentive programs in reading and math were begun in the fall 2009 and students are beginning to track their own academic progress and set goals for improvement. All of these initiatives will be continued as part of the overall school improvement plan.

Hall District Elementary:

At Hall District Elementary School a new principal was hired in July 2008, and a comprehensive needs analysis was begun at that time. While an examination of California Standards Test (CST) data showed that the student's proficiency levels were at or near state targets in math, scores in English Language Arts (ELA) showed that the students at Hall District were performing far below the state and district averages. The chart below shows the percentage of students at each grade who scored proficient or above on the English Language Arts portion of the CST over the past 5 years.

Percent Proficient or Above on the ELA CST by Grade

	ELA Prof. 2 nd grade	ELA Prof. 3 rd grade	ELA Prof. 4 th grade	ELA Prof. 5 th grade
2004-05	16%	6%	28%	27%
2005-06	20%	11%	25%	30%
2006-07	28%	12 %	22 %	19%
2007-08	13%	14%	29%	20%
2008-09	22%	9%	19%	27%

The percentages for 2009 have not improved much over previous years and are far below both the district average of 37.5 percent proficient and state target of 45 percent proficient. None of the significant subgroups at Hall have met AYP goals. The following is an analysis of the performance of the significant subgroups:

- In 2009, 21.3% of Hispanic students are at or above proficiency. 18.2% of Hispanics were at or above proficiency in 2008.
- In 2009, 16.7% of ELL students are at or above proficiency. 14.5% of ELL students were at or above proficiency in 2008.
- In 2009, 21.1% of Socioeconomic Disadvantaged (SED) students are at or above proficiency. 17.2% of SED students were at or above proficiency in 2008.

Hall District Elementary calculated a plan for 10% growth (Safe Harbour) on ELA as measured by STAR assessments.

Hall District Elementary serves a large immigrant community and has large percentage of English Learners. Out of a total enrollment of 540 students, 433 students at Hall District are Limited English Proficient, 497 of students are Social Economic Disadvantaged and 130 students qualify for Migrant services.

Examination of CELDT data shows that Hall District students are making progress in English listening, speaking skills, English reading and writing skills and met AMAO 1 and AMAO 2 targets last year. However, Hall students are still falling short of meeting the AMAO 3 target of proficiency in language arts.

Hall District AMAO Data

CELDT Year	AMAO 1 Target = % Making gains in English	Met AMAO 1	AMAO 2 Target = % Reclassifying to FEP	Met AMAO 2	Met AMAO 3 = % Proficient in ELA on CST
2006	48.70%	50.3% - Yes	27.20%	21.3% - No	No
2007	50.10%	51.1% - Yes	28.90%	39.2% - Yes	No
2008	51.60%	45.7% - No	30.60%	41.4% - Yes	No
2009	53.10%	54.4% - Yes	32.20%	51.9% - Yes	No

District benchmark exams and individual reading tests such as DIBELS and STAR tests showed that while many students have acquired grade appropriate phonics and decoding skills, they have not acquired the vocabulary and comprehension skills to read and understand grade level text. It was not uncommon to see students read over 100 words/minute and be unable to retell what they have read.

Examination of CST Mathematics data shows that Hall District students are performing close to the state target of 47% for the 2009 testing year.

Percent Proficient or Above on the Math CST by Grade

	Math Prof. 2 nd grade	Math Prof. 3 rd grade	Math Prof. 4 th grade	Math Prof. 5 th grade
2004-05	48%	38%	45%	29%
2005-06	35%	37%	31%	40%
2006-07	43%	49%	39%	25%
2007-08	34%	49%	40%	25%
2008-09	39%	42%	45%	27%

- In 2009, 38.4% of Hispanic students are at or above proficiency. 37% of Hispanics were at or above proficiency in 2008.
- In 2009, 36% of ELL students are at or above proficiency. 34.2% of ELL students were at or above proficiency in 2008.
- In 2009, 37.8% of Socioeconomic Disadvantaged students are at or above proficiency. 37.3% of SED students were at or above proficiency in 2008.

Hall District administration and staff began some initiatives in the fall of 2008 and 2009 to address some of the findings based on the APS school survey:

- Fully implement the accelerated intervention LA program for students who are more than 2 years (Tier 3 students) below grade level.
- The classroom lesson plans showed evidence of small group differentiated instruction/interventions. No specific student level was indicated (i.e. strategic) for these groups.
- No specific student level was indicated (i.e. strategic) for these groups.
- Assistant Principal/Coordinator of Academic Instruction to be provided with Administrator Training Program AB430 and state administrative credentialing

program by July 2011.

- The school partially uses a similar assessment and monitoring system for the mathematics program.
- Although the district has provided a coach for the ELA program, we don't have a coach for other instructional programs.
- Lack of clear alignment between the after school program and the regular day instructional program. While students were engaged in purposeful academic and enrichment activities after school, academic support did not support or enhance what was taught during the regular school day.
- Teachers are beginning to utilize new technology such as interactive white boards, LCD projectors and digital document cameras to enhance instruction but need more training to more fully utilize the capacity of these technologies to support student learning.

When the school was identified as Persistently Low-Achieving Tier I school, district and school administration immediately began a series of meetings with both parents and school staff to obtain more information about how to best address the needs of students and to assess the capacity of the school personnel and parent community to implement change. Hall District Elementary consulted and informed stakeholders (School Site Council, ELAC and Migrant parents) with information regarding Persistently Lowest Achieving School status. The following meetings have taken place:

- On March 8, 2010, a meeting was held with staff to share information about the Tier 1 school status and to gather input, (See Appendix p. 24).
- On March 18, 2010, the school principal informed the SSC, ELAC and Migrant Parents about the school's Tier 1 status. A presentation was made on the four models to be selected. They asked questions and gave input for the SIG application, (See Appendix p. 30)
- On March 31, 2010, the Superintendent and Assistant Superintendent met with school staff to give information, answer questions and to gather input, (See Appendix pp 28-29).
- On April 2, 2010, school staff received a copy of the Transformational Model. School staff emailed input to the school principal.
- On April 21, 2010, a second meeting was held with stakeholders (School Site Council, ELAC and Migrant parents) and LEA superintendent and assistant superintendent. The LEA representation gave more information of the school status and parents expressed feelings and gave input for the SIG application.
- On May 5, 2010, school Leadership Team met to discuss a list "Expectations" for Hall District personnel. The Leadership Team asked questions for clarification and gave input. Leadership Team members were asked to meet with their grade level teams to discuss and give input to the list of "Expectations."

- On May 11, a staff meeting was held. The list of “Expectations” were shared with the entire staff. Staff asked questions and may have provided input. (See Appendix pp. 31,32)

Due to budget cuts, Hall District class sizes have increased and additional paraprofessional support for the classroom has decreased, and teachers need more time and help in order to meet the individual needs of students. Nevertheless, stakeholders identified the following needs:

- All stakeholders expressed a need for more parent involvement in the school and in classrooms.
- All stakeholders expressed concerns about the ratio of students to teacher in each class.
- Parents were honest in their assessment that they have not done enough to help in the school, attend SSC, ELAC and Migrant Ed. meetings, and that they are the first teachers, but also expressed that they need more training in order to do so.
- Parents believe that their children can learn and succeed.
- Teachers need time for instruction and more time for data analysis and collaborative planning to ensure that all students receive the targeted support that they need.
- Teachers request that our school offer grade level workshops to parents in learning strategies, standards, technology and other areas in which parents can support the school from home during the school year and vacation time.
- Teachers requests summer school opportunities for our students and would like the After School Program to provide a bigger role in supporting new plan (academic, attendance and student behavior).
- Teachers wonder what other successful schools (similar to our demographics) are doing differently and better.

Hall District site administration completed an analysis of school climate using the district parent survey, completed in February, 2010 and data on school discipline including student suspensions, (See Appendix pp. 33-36). Approximately 350 parents responded to the parent survey and the results were overwhelmingly positive. Parents perceive Hall District Elementary School as a safe place and the teachers as caring and supportive. The following is a conclusion of the 2009 February Parent Survey:

- **Academic Program:**
Over 90% of parents understand the grade level standards; they agree their child is challenged to reach academic potential; they receive enough information to understand the program
- **School Climate:**
99% of parents indicate that their child likes coming to school; between 94% - 99% of parents are comfortable talking to the teacher and feel welcomed, students feel safe at school, staff members are helpful in answering questions.
- **School Support Resources:**

90% of parents feel that staff help with problems that happen at school and 90% agree that staff provide them with resources that support them in helping their child succeed; 85% parents feel that lunch at school is nutritional.

- **School Physical Environment:**

90% of parents agree that the school is in good physical condition and 99% feel that classrooms are organized for learning. 14% of parents feel that the playground is not sufficient.

- **Teachers and Administrators:**

Between 93%-97% of parents agree that teachers communicate student progress, respond in a timely manner and encourage parents to be involved. 85% agree that the school staff pays attention to their child's feelings. Over 91% of parents agree that the Principal and Assistant Principal are approachable and respectful at all times.

- **Partnerships:**

31% of parents have volunteered to help in school. Between 74% – 90% of parents agree that they attend assemblies, have reading materials and a place for homework at home and that parents receive communication from school; 67% of parents feel that their ideas are listened to by staff and 66% say that they are asked for their input on decisions.

- **Technology:**

32% of parents indicate that their child has access to the internet at home; Between 44%- 46% of parents are aware that children spend time on computers and that computer programs are used to help.

A bullying prevention program was implemented in the 2008-09 school year: The school Anti-bully plan includes the following:

- Posting Classroom Rules on the Wall
- Classrooms holding weekly 15 minute meetings
- Monthly grade level anti-bully assemblies
- Reduce number of bullying incidents and suspensions

As the chart below shows, the anti-bullying programs have had a positive affect on school discipline. Hall Elementary School has a relatively low rate of student suspensions during the past few years.

Hall				
	2005-06	2006-07	2007-08	2008-09
Total # Days of Suspension	30	28	49	24

In addition to the anti-bullying programs, the school purchased a system to inform parents by phone of school events resulting in an increase in parent turn out and support. Hall District also holds monthly grade level Scholarly Trait assemblies. Students receive certificates and incentives based on meeting reading and math school-wide goals. All of these initiatives should continue as part of the overall school improvement plan.

MacQuiddy Elementary:

At MacQuiddy Elementary School the principal has been at the school since August 1999, and a comprehensive needs analysis has been done annually. An examination of California Standards Test (CST) data for the past five years shows that the student's proficiency levels have been progressing towards the state targets in math. Scores in English Language Arts (ELA) showed that the students at MacQuiddy were performing below the state and district averages. The chart below shows the percentage of students at each grade who scored proficient or above on the English Language Arts portion of the CST over the past 5 years.

Percent Proficient on the ELA CST by Grade

	ELA Prof. 2 nd grade	ELA Prof. 3 rd grade	ELA Prof. 4 th grade	ELA Prof. 5 th grade
2004-05	8%	11%	26%	28%
2005-06	17%	9%	33%	22%
2006-07	21%	17%	17%	27%
2007-08	16%	5%	30%	20%
2008-09	19%	19%	36%	27%

The percentages for 2009 have improved some over previous years, with a total of 25.25 percent proficient, but are below both the district average of 37.5 percent proficient and state target of 45.0 percent proficient. Overall 24% of the MacQuiddy students score proficient or above on the CST. None of the significant subgroups have met AYP targets. The following is an analysis of the performance of the significant subgroups:

- In 2009, 23.1% of Hispanic students were proficient or above. In 2008 it was 16.8%.
- In 2009, 23.5% of English Learners were proficient or above. In 2008 it was 15.1%.
- In 2009, 21.8% of Socioeconomically Disadvantaged students were proficient or above. In 2008, 15.2%.

MacQuiddy Elementary, like many schools in the Pájaro Valley Unified School District, (PVUSD) has a large percentage of English Learners. Examination of CELDT data shows that while many MacQuiddy students are making progress in English listening and speaking skills, English reading and writing skills, they lag far behind expected progress.

MacQuiddy AMAO Data

CELDT Year	AMAO 1 Target = % Making gains in English	Met AMAO 1	AMAO 2 Target = % Reclassifying to FEP	Met AMAO 2	Met AMAO 3 = % Proficient in ELA on CST
2006	48.70%	41.4% - No	27.20%	21.7% - No	No
2007	50.10%	61.4% - Yes	28.90%	52.4% - Yes	Yes
2008	51.60%	64.6% - Yes	30.60%	56.5% - Yes	No
2009	51.30%	48.7% - No	32.20%	36.9% - Yes	No

District benchmark exams and individual reading tests such as DIBELS and AR-STAR tests showed that while many students have acquired grade appropriate phonics and decoding skills, they have not acquired the vocabulary and comprehension skills to read and understand grade level text. It was not uncommon to see students read over 100 words/minute and still be unable to re-tell what they have read.

Progress in Mathematics has been better than ELA, but still needs to improve. The chart below shows the percentage of students at each grade who scored proficient or above on the Mathematics portion of the CST over the past 5 years.

Percent Proficient on the Mathematics CST by Grade

	Math Prof. 2 nd grade	Math Prof. 3 rd grade	Math Prof. 4 th grade	Math Prof. 5 th grade
2004-05	25%	21%	27%	22%
2005-06	28%	23%	45%	22%
2006-07	31%	31%	23%	30%
2007-08	25%	34%	38%	8%
2008-09	33%	41%	44%	30%

For 2009, the District average was 40.8% Proficient or better, while the school averaged 37.0% Proficient or better.

The results of the Academic Program Survey (APS) for 2009 and classroom observations during 2009-2010 showed some of the following discrepancies in the English Language Arts program at MacQuiddy:

- While the district had provided the state adopted core instructional programs in English Language Arts and Math for all teachers, not all teachers at MacQuiddy had all of the components of the ELA program, Houghton Mifflin.
- Classroom observations by administration and discussions with teachers regarding subject area instruction in Fall 2009 revealed that English Learners were not consistently receiving specific instruction in English Language Development (ELD) and the acquisition of academic language across the curriculum.
- While many teachers have incorporated some ELD into their English Language Arts (ELA) instruction, ELD was not specifically taught nor targeted to meet each student's needs and ability levels and there was mixed usage of the district-purchased ELD program, *Carousel*.
- While most teachers were doing their best to follow the district pacing guides and use instructional time appropriately, classroom observations and discussions with teachers revealed that many teachers were not implementing the training in how to fully engage students in learning and differentiate instruction to meet the needs of each individual student within the classroom, (Tier 1 intervention) and felt that they lacked adequate teaching time to do so.
- There was no clear plan to provide additional practice and support for those students who needed additional help in order to master grade level standards (Tier 2 intervention).

- This year, there were approximately 19 4th graders who were two years or more below the grade level standard in reading. We used the district-adopted accelerated curriculum, *Language!* 3rd edition, (Tier 3 intervention) to help these students catch up. The class was taught by the Title I Reading teacher.
- While there has been an increase in coordination between the Extended Learning Program and the regular program, this area needs to be more integrated and aligned.
- Technology is becoming increasingly important in ongoing daily instruction in the classroom. Teachers vary in their utilization of the provided technology including: interactive white boards, LCD projectors and digital document cameras and educational software. They need additional training in the utilization of these technologies, web resources and other electronic learning resources to increase their effectiveness in teaching and student engagement. Included in this is the continued need to have a site computer support technician to maintain the hardware and software and to address any related needs.

The MacQuiddy administration and staff began some initiatives, particularly the use of Data Teams, in the fall of 2009 to begin to address some of the findings. These will be described later in the implementation chart. When the school was identified as Persistently Low-Achieving, Tier I school, district and school administrations immediately began a series of meetings with both parents and school staff to obtain more information about how best to address the needs of the students and to assess the capacity of the school personnel and parent community to implement change.

- The teaching staff met on March 16th with the Superintendent and Assistant Superintendent to express concerns and share ideas. We met again on March 23rd, April 20th and 27th and May 11th and 17th using the information from the Handbook for Effective Implementation of School Improvement Grants from the Center for Innovation and Improvement, 2009, to examine our own practice and develop suggestions for improvement. (See Appendix, pp. 37-44).
- The School Site Council met with site administration on March 18th, April 22nd and May 20th and reviewed parent comments and concerns regarding the upcoming changes. (See Appendix pp. 53-54)
- The Principal also met with the ELAC and Migrant Parent groups on April 1st to get their suggestions and comments. (See Appendix pp. 47-52)

Due to budget cuts, class sizes have increased, particularly at Kindergarten and 3rd Grade, paraprofessional support for the classroom has become virtually non-existent, and teachers need more time and help in order to meet the individual needs of students. All stakeholders expressed needs in the following areas:

- More parent involvement in the school. Including attendance at *First Day*, *Back to School Night*, *Open House*, Parent-Teacher Conferences and participation in School Site Council, ELAC and Migrant Parent Meetings.
- Parents also expressed the importance of their volunteering in the school,

in their children's classrooms and at other school activities.

- Parents also expressed a need for more training on how to help their child with homework, including specific content area skills, and the importance of reading to their child regularly.
- Teachers acknowledged a need for more training in techniques to differentiate instruction, increase student engagement and integrating ELD into their regular curriculum instruction, but they also emphasized the need for time to be able to practice and implement these skills.
- Teachers need time for differentiated instruction and more time for data analysis and collaborative planning, including Data Teams, to ensure that all students receive the targeted support that they need and are demonstrating regular academic growth and progress.

Site administration completed an analysis of school climate using the district parent survey, completed in February 2010, and data on school discipline including student suspensions (see chart below). Over 160 parents responded to the parent survey and the results were overwhelmingly positive. Parents perceive MacQuiddy Elementary School as a safe place and the teachers as caring and supportive. When given the option, through *School Choice*, our parents prefer to keep their children at MacQuiddy, (See Appendix pp. 55-58).

A bullying prevention program was begun in the 2008-09 school year and student suspensions are down significantly from previous years.

MacQuiddy				
	2005-06	2006-07	2007-08	2008-09
Total # Days of Suspension	24	23	51	23

The school district has purchased the *School Messenger* auto-dialer system to help inform parents, by phone, of school events to increase parent turn out and support and become aware of student absences. Student incentive programs in reading, Accelerated Reading (AR) and Success Maker Math were begun in the fall, 2009, and students are beginning to track their own academic progress and set goals for improvement. All of these initiatives should be continued as part of the overall school improvement plan.

In summary, each of the three Tier 1 elementary schools completed a thorough review of the school program including an examination of relevant state and district data, parent and staff surveys, meetings with school staff, and the parent community and observations of classroom instruction. All three schools have significant gaps in the instructional program, particularly in the areas of English Language Development ELD and in the ability to differentiate instruction within the classroom in all content areas in order to support English Learners and help them reach proficiency in all grade level standards. All three schools also need to increase parent participation in the school program and develop teacher skills in understanding

the language and culture of the school community. Parents need more training and support in how to help their children at home, and parents need to be a more visible presence in the school.

ii. Selection of Intervention Models

Response:

District and site administration from all three schools examined the components of all four intervention models to determine which model would best support each school.

School Closure Model: Not considered a choice for PVUSD schools

- PVUSD has a stable or growing enrollment at the elementary level
- District administration could not consider the school closure model for any of the three schools because neighboring schools did not have the capacity to enroll additional students.

Restart Model: Not considered a choice for PVUSD schools

- PVUSD has developed a strong capacity in recent years to support and improve low performing schools. In 2006-2008 PVUSD worked with outside consultants to develop the District Advisory Governance committee (DAG) to monitor the instruction and student support at all district schools.
- The district has put pacing guides and benchmark assessments in place at all district schools and has begun training all school staff to in the use of data teams to examine student data, set goals for achievement, select appropriate strategies and measure results.
- District administration has successfully supported seven QEIA schools and many of them are showing marked improvement. Twelve out of nineteen district elementary schools now have API scores over 700 and three schools low performing schools have reached Safe Harbor.

Because of these successes district administration and the PVUSD Board of Education made the decision not to consider the restart model for any of the three schools.

Turn-Around Model and Transformation Model:

District and school administration and staff then carefully examined both the turnaround model and the transformation model to determine which model would best fit each school based on the analysis of the needs assessment.

- State and district test data and classroom observations clearly showed that teachers needed more training in delivering instruction effectively.
- Parent survey data, discipline data and responses in meetings with parents and school staff clearly showed that school climate at each school was positive. Parents are generally happy with their schools.
- Responses from staff showed that teachers clearly wanted to take the steps necessary to improve their schools and continue the initiatives for improvement that they had already begun.
- In many cases, staff had already begun training in key areas such as ELD, Data Analysis and Response to Instruction and Intervention (RtI²).

- Removing a large number of teachers from each school would necessitate the training of new staff and would compromise the reform work that had already begun.
- While each school had a small number of teachers who did not have adequate skills or commitment to undertake the improvement process, most teachers had the capacity and desire to make improvements in teaching and undertake a change process.
- Moving a large number of teachers would also affect staff morale and undermine parent confidence in the school.
- Schools identified a need for a revision of the current teacher evaluation system

Because of the positive school climate and the existence of the capacity for change within the school staff, district and site administration chose the **transformation model as the best intervention model for each of the three schools.**

- The district will not change the principal at two of the three schools for the following reasons:
 - Calabasas: A new principal was hired in 2009-10 and is already making significant changes that will be included in the reform model
 - Hall: A new principal was hired in 2008-09 and has made many changes that are consistent with the reform model
 - MacQuiddy: The current principal is retiring and the district will be hiring a new principal
- The three schools and the district have already established success in working collaboratively to make changes including the creation of the Comprehensive Accountability Framework (CAF) and the district-wide data teams training.
- Within the transformation model, school sites were able to make some changes in staff through agreements with the teachers' union.
- District and site administrators developed a document clearly outlining the expectations for all teachers who chose to remain in the schools in the 2010-11 school year. These expectations were shared with all teachers. See Appendix pp. 17-23 (Calabasas); pp. 24-36 (Hall); and pp. 37-58 (MacQuiddy).
- The district intends to revise the district teacher evaluation process using the newly revised California Standards for the Teaching Profession, available in the summer of 2010. The three Tier 1 schools will serve as the pilot schools for use of the revised California Standards for Teachers.
- The transformation model offers increased opportunities to develop family and community engagement, a process that the schools and district have already begun in the Spring of 2010.

iii. **Demonstration of Capacity to Implement Selected Intervention Models**

Response:

The district has developed a strong capacity to target district as well as SIG funding resources to support each school identified in this application.

- **Each of the schools have new site leadership** that fits the criteria for the transformational model
- To get a jump start in staffing, **the district worked with the teacher's union to gain flexibility in staffing** for the 2010-11 school year, getting an agreement for an exception in the normal transfer process and also in the process of placing teachers that had been noticed for potential lay-off as a result of budget reductions. Both exceptions have contributed to building stronger instructional teams at all three sites. The district will continue to work with the teacher's union to remove any staff identified that are not improving instructional practice, even when given the support and opportunity to make change.
- The district began the process of **revising the current teacher and principal evaluation systems**. The teacher evaluation system was created through a collaborative district process based upon state teaching standards and will be revised to reflect the changes in the teaching standards. One of the significant additions to the standards and the continuum is a student strand that will focus on data and student growth as part of the evaluation system revision. Our district revision will consider a strand for performance-based incentives. The collaborative revision will include the New Teacher Project, site and district administration, and teacher/union representatives. **The current principal evaluation process is being revised through a collaborative process** with WestEd. The district has already defined some specific recognition and rewards for sites based on increased student achievement in the recently adopted Comprehensive Accountability Framework.
- **The district has already taken steps to align funding to school improvement** in its work with schools in Program Improvement, the QEIA schools and with schools that have gone through the SAIT process and as a DAIT district. The district and sites continue to use Title I funds as well as other categorical funding to directly support the needs of the lowest performing students including the hiring of intervention reading teachers and the purchase of supplemental materials to support struggling readers and English language learners.
- **The district has already begun working with external providers with expertise** in data analysis, curriculum planning, instructional strategies, and the restructuring of the school day to maximize student engagement and learning. Recently funded initiatives include work with the New Teacher Project to support teachers beyond the first two years of BTSA. Laura Besser of the Leadership and Learning Center will support data teams training in the use of data to drive instructional practice, and Cara Bergen of the West Coast Center for Educational Excellence will train teachers in Response to Instruction—best practices for supporting

students in the mastery of new skills and concepts. We plan to continue working with these external providers focusing on the needs of our three Tier I schools.

Inclusion of Tier II schools in this grant application.

The district has chosen to focus on the three Tier I schools in this application. The district chose not to include the two Tier II schools, Watsonville High School (WHS), and E. A. Hall Middle School for the following reasons:

- Watsonville High School has already begun an extensive reorganization process with a focus on small learning communities. This initiative has just begun to result in significant changes in the school culture and in student achievement. WHS has just finished an accreditation process that resulted in an accreditation for the longest amount of time possible, 2 years. The district feels strongly that WHS is already on the right track for improvement. WHS has been the beneficiary of a 1 million dollar Small Learning Communities (SLC) grant and 4 California partnership academy grants. Should conditions change, the district will apply for funding for WHS in the future.
- E.A. Hall Middle School and its adjacent elementary school, Mintie White, are both QEIA schools. Mintie White has made excellent gains in recent years. The district has already begun an initiative to restructure E.A. Hall Middle School into a grade 4-8 school and Mintie White into a K-3 school. The Mintie White principal, along with a strong administrative team, will assume the leadership of E.A. Hall Middle School using the 2010-11 year as a planning and transition year.

iv. Recruitment, Screening, and Selection of External Providers

Response:

In all of the external providers chosen, a careful and rigorous process was used to determine the provider's involvement. The following components were used for all providers:

- The district did specific interviews and reference checks with other districts that had used the services of the provider being considered
- In some instances, the external provider is a part of the approved list from the State for involvement as a SAIT or DAIT provider
- For some of the providers, a successful record of support and change in other district schools was the determiner
- New Teacher Project is one of the providers that has received both state and national recognition for the support of beginning teachers

1. The district is including work with "Inquiry Consulting" as an external provider to assist all three Tier I schools in the development of tools and data collection methods and analysis. These tools and processes will be used in reviews to ensure that the initiatives outlined in the reform effort are being implemented and are having the intended impact on student achievement.

- "Inquiry Consulting", and Lori Van Houten was chosen as an external

provider because of the previous work that she has done with schools in program improvement status where the work has made a significant difference in changing instructional practice. Some of Lori's clients include Santa Clara County Office of Ed., Monterey County Office of Ed., San Jose Unified School District, Campbell Union Elementary School District, and Western Assessment Collaborative, WestEd.

- Ms Van Houten has been a qualified HPSG external reviewer within PVUSD as well as other districts. She has done some initial work with one of PVUSD'S non-Tier I, program improvement schools, and within a very short time has already documented some success.
 - Students are doing more work in small groups or even independently rather than having the teacher do all the talking.
 - There has been a significant increase in the percent of classrooms eliciting student engagement in the learning (21% to 90%).
 - Staff is paying more attention to helping students understand what they are expected to know and be able to do. The percent of classrooms in which students can explain what they are learning has gone from 26% to 65%.
 - Bell-to-bell instruction has increased and transitions are quick and do not detract from instruction.
 - The school-wide cycles in vocabulary and test-taking strategies have made a difference for students.
 - There is greater attention to data. Teams have discovered cross grade level and subject area connections in their work. And, based on comments from staff members, there is an increased desire and ability to collaborate with peers.

2. PVUSD will also be collaborating with the New Teacher Center of the Santa Cruz/Silicon Valley. The mission of the New Teacher Center is to improve student learning by supporting the development of an inspired dedicated and highly qualified teaching force. More than 150 school districts in California employ the NTC Formative Assessment system, and districts in 40 states use NTCA services and/or materials in their induction programs. In addition to the traditional support that is given to new teachers, the New Teacher Center will provide the following additional support services as part of the transformation model instructional support:

- Support for grade-level data teams
- Professional development for teachers leading grade level data teams
- Support for experienced teachers in all areas of teaching as described in the newly rewritten California Standards for the Teaching Profession
- Collaboration and coordination with site principal, English Learner Services, site Academic Coordinators and other district initiatives
- Support for cross-school collaboration
- Support for school improvement efforts

3. The district has already begun work with the Leadership and Learning Center – Laura Besser, Executive Director. The vehicle that we are using for teacher collaboration is the cycle of inquiry based on the work from Dr. Douglas Reeves and his 90-90-90 study. His company, Leadership and Learning Center, uses the five step cycle of inquiry model to align student performance data to demonstrate that what teachers do has an impact on student achievement.

- This research includes four years of test data with students in a variety of school settings from elementary through high school. Approximately 130,000 students were included in the study. The student population ranged from schools whose populations were overwhelmingly poor and/or minority to schools that were largely Caucasian and/or economically advantaged.
- The 90/90/90 study refers to 90% of the students eligible for free and reduced lunch; 90% from ethnic minorities and 90% met or exceeded high academic standards independent of the research.
- One of the major reasons for selecting this type of data team cycle model was that districts who participated in this model maintained careful records on actual instructional practices and strategies that made a difference.
- The five elements that the study as well as our district Comprehensive Accountability Framework (CAF) aligns to promote not only accountability but also the impact that teachers and administrators have on student learning.
- The study identified a common set of behaviors that promoted increased student performance with a school population similar to ours
 - 1.0 A focus on academic achievement
 - 2.0 Clear curriculum choices
 - 3.0 Frequent assessment of student progress and multiple opportunities for improvement
 - 4.0 An emphasis on nonfiction writing
 - 5.0 Collaborative scoring of student work
- Our district consultant, Laura Besser, is a contributing editor, professional developer and lead executive director for the Leadership and Learning Center. She has had significant results in each district and individual school she has worked in as well as the schools where she has been the principal.
- In her role as principal, she combined all of her rich experiences and knowledge into transforming teaching and learning using:
 - Successful implementation of standards and assessments
 - Data driven decision making
 - Data teams
 - Common formative assessments
 - Emphasis on literacy

These efforts resulted in documented student achievement gains,

improved teaching practices, and the transformation of school culture and climate.

- To PVUSD she brings expertise in the collaborative nature of colleagues, modeling the process and coaching the discussions in developing SMART goals that are Specific, Measurable, Appropriate, Relevant and Timely.
- We have just begun implementing data team cycles this year across the district including the Tier 1 schools, and we are just beginning to show improvement, especially in the area of literacy, in our district benchmark results.
- Principals across the district are reporting more students engaging in learning due to the emphasis in Data Teams on using best practices in instruction.
- Continuing to work with Ms. Besser will allow us to use our core structure of data teams in the three Tier 1 schools to continue to develop our processes outlined above

With our focus on measurable results this coming year in the Tier 1 schools, Laura Besser will be an instrumental piece to the institutionalization of using data to inform instruction.

4. The district has established a strong relationship with The West Coast Center for Educational Excellence (or commonly referred to as Rtl) – Cara Bergen. Because the district is in corrective action, it necessitates changes in the system of instruction. In incorporating Rtl² into our overall restructuring, we searched for a provider with a strong success record with low achieving, underperforming schools. We believe that a majority of the teacher effort needs to occur within the classroom in the differentiation of instruction, (Rtl Tier I). The West Coast Center for Educational Excellence focuses its work building the capacity of teachers, especially the teacher leaders, to identify instructional needs and then backwards map the core adopted curriculum (Houghton Mifflin) to meet the diverse needs of the students. Ms. Bergen has already begun working with five other schools in the district, and district benchmark assessments at these schools are showing positive results.

- For the Tier 1 schools we are designing a system that looks at the schools individually and matches support to their particular needs.
- The three schools, Calabasas, Hall and MacQuiddy, are just beginning their Rtl process so initial training is needed starting with two days of training for the school leadership team.
- In addition to the initial training, a pre-implementation training is planned for each grade level team in order to provide support for the curriculum planning process as well as the leveling of students using student data.
- Once the schools have begun implementation on-going support is provided using grade level classroom observations followed by grade level feedback, suggestions and ideas.
- The total number of days needed for each school in the first year is 7 days; 2 days of leadership team training, 3 days of grade level team

training (1/2 day for each grade) and 2 days of follow-up observations and coaching. Because the training is customized to each school's needs, the training is scheduled individually for each school.

v. Alignment of Other Resources with the Selected Intervention Models

Response:

Title I funds: The district and Tier I schools will use these funds to hire one of the reading intervention teachers and purchase some of the supplemental materials needed for struggling readers and English language learners.

Title II, Part A: This funding is used to support new teachers through BTSA (Beginning Teacher Support and Assessment). We also use this resource to fund efforts to recruit high quality teachers and provide high quality professional development.

Title III, Part A: This funding source helps to support Academic Coordinators for each site who train and support teachers in the data teams process with a focus on the needs of English learners.

LEP: These funds also support the hiring of one of the reading intervention teachers for each site and the purchase of supplemental materials specifically for English learners

DAIT funds: The district used DAIT funding during the 2009-10 year to begin the data teams training for all schools and to support the use of data to design appropriate instructional strategies

General fund: The district uses general funds to pay for release time teachers for grades 4-6 to help support grade level collaboration in order for teachers to coach one another in new skills they will learn through training.

Extended Learning funds: These funds will help support the full-day kindergarten program and the extension of the school day for many other students. Extended Learning program funds are also used to purchase specific supplemental intervention programs to be used both during and after the school day.

Migrant funding: Migrant funding supports personnel to work directly with migrant students during the school day to ensure they are able to access and master core instruction.

vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)

Response:

The Pajaro Valley Unified School District (PVUSD) contracted with the Monterey and Santa Cruz County Collaborative District Assistance and Intervention Team

(DAIT) in 2008. The work then began informally with the district and DAIT by hosting a series of stakeholder meetings with the focus of each group encompassing one of the seven standards identified in the DAIT process. These standards are as follows: Governance, Alignment of Curriculum, Instruction and Assessment to State Standards, Fiscal Operations, Human Resources; Data Systems and Achievement Monitoring, Professional Development; and Parent/Community Involvement. The stakeholder meetings provided an opportunity to explain the DAIT process and to gain input from the participants regarding the focus area. Stakeholders participating in the meeting included District Cabinet members, governing board members, district office staff, site administration, certificated staff, classified staff, and parents.

- The primary focus for the district's work around DAIT was focused on the development and implementation of a Comprehensive Accountability Framework (CAF) which was approved by the Board of Education in 2010. All members of PVUSD sites and district departments are responsible for the student performance results. (reciprocal accountability) Additionally, the CAF clearly aligns federal, state, district and classroom assessments, both summative and formative, to improve student achievement. This work will serve as the basis for student improvement goals and teacher accountability in the Tier 1 schools.
- The district has used DAIT funding to conduct trainings for all sites to develop data team structures to facilitate the on-going cultural norm of the use of data to drive and inform instruction. Every site, grade level, and subject area has identified data teams that meet on a regular basis to collaborate around the use of student data. To facilitate this collaboration, the district established a weekly common planning day, district-wide, to ensure that teachers have the time to meet in their data teams and to facilitate cross grade level and collaboration. To support the effective use of data, the district also supported teams of teachers to establish common benchmark assessments based on teacher selected power standards.

All three of the Tier 1 schools participated in the data teams training process and have already begun to use benchmark assessments and data teams to collaborate around the use of student data to improve instruction. This training will continue as part of the restructuring process for the three schools.

The DAIT funding supported highly successful collaborations between administration, community leaders, teachers and parents to create the Comprehensive Accountability Framework and the data teams process. This has helped to create a strong collaborative environment that makes the Transformation Model the best choice for the district to use to support the three Tier I schools.

vii. Modification of LEA Practices or Policies

Response:

The district will continue the many initiatives begun during the 2009-10 school year with a focus on the modification of the following LEA practices:

1. Teacher Evaluation Structure: The current PVUSD teacher evaluation system has been based on the California Standards for the Teaching Profession (CSTP's), including corresponding continuums. With the revision of the CSTP's and continuum for the State, collaboration has already begun with the district's certificated bargaining unit, Pajaro Valley Federation of Teachers, PVFT, to revise the evaluation system to correspond with the new State Teaching Standards and continuum.

- The new teaching continuum includes a strand of student behaviors that will launch the addition of student performance data to the PVUSD evaluation system.
- Precedence is already in place for a collaborative process to revise the evaluation system. The collaborative process will replicate the original development and district process that involved an evaluation committee that included representatives from the district bargaining unit, PVFT, the New Teacher Project, and district administration.
- Development of new continuums has already begun and will be piloted at the Tier 1 schools, while the evaluation committee completes revision to the complete evaluation structure.
- The system will include a component that provides an equitable evaluation that takes into account data on student growth as a significant factor.
- Another component of the new evaluation structure will include language that describes performance based incentives for teachers and schools. This is also described in our district Comprehensive Accountability Framework.
- Once the revision of the evaluation structure is complete, it will go forward for ratification by the bargaining unit and for inclusion in the PVFT contract agreement.

2. Parent Involvement Plan: The district plans to review and revise the Title I Parent Involvement Policy to align the policy with the district goals outlined in the Comprehensive Accountability Framework and ensure that the policy is up to date. The process will include input from key stakeholders. The revised policy will go to the Board of Education for final approval.

3. Teacher Placement Practice: The Tier I schools were given the opportunity for greater flexibility in teacher placement. The district will continue to explore ways to recruit and hire more effective teachers for Tier I schools.

viii. Sustainment of the Reforms after the Funding Period Ends

Response:

In these three schools the district has focused its efforts to delineate how resources and funds will be used to support each of the school's instructional focus and priorities to improve academic achievement for all students.

Needs analysis of all three schools clearly showed that the greatest need for all three Tier 1 schools was in the area of staff development. Teachers needed more training:

- In the teaching of ELD
- In the use of specific strategies to support English Learners in the academic language for all content areas
- In the use of strategies to differentiate instruction and engage students

Because of the strong need for training in these key areas, the district intends to apply for a waiver to extend funding through September 30, 2013 in order to ensure that all teachers get the training and coaching that they need to make changes in teaching practice.

The needs assessment for each Tier I school showed a need for more teacher training, particularly in strategies to support low performing students. The implementation plan for all three schools will heavily focus funding on professional development during the first year of the grant in order to provide teachers with the skills they will need to be successful in these areas.

- We plan to implement Response to Instruction and Intervention, a systematic, data-driven approach that targets each individual student's needs in order to close the achievement gap.
- These three schools will also participate in Systematic ELD training to support English development for EL students.
- Kindergarten teachers will receive additional training and support during the first year as they implement a full-day kindergarten program.
- Each school will align their categorical funds (Title I and LEP) to ensure that students are supported through direct services beyond the core curriculum
- All three schools will continue to receive training, support and time for staff to do in-depth analysis of data and student work for continuous improvement
- We will support teachers with additional time to plan and practice newly acquired skills

As teachers complete training and improve their skills in the use of strategies to support English Learners, engage all students and differentiate instruction, it is expected that fewer students will need additional reading support in order to reach grade level standards. **Schools will sustain reforms after the funding ends by:**

- Professional development is heavily concentrated in the first 2 years of the grant. As staff is trained, schools will require less funding in professional development.
- Schools will continue to use Title I and other categorical funding to hire a reduced number of reading intervention teachers and support low performing students.
- Once teachers have mastered new teaching strategies, they will require less collaboration time for peer coaching. Teachers will use district-funded common release time to continue to examine data and plan instruction
- Schools will use Extended Learning program funding to continue to support a longer school day for all students and directly connect what is taught during the school day with after school support.
- Once the technology is established and teachers are fully training in its use, schools will use site and district funding to maintain the technology components in the classrooms.

ix. Establishment of Challenging LEA Annual School Goals for Student Achievement

Response:

As a part of our 2010 Comprehensive Accountability Framework, PVUSD has established the following goals and district-wide performance indicators for all schools, including the three Tier 1 PLAS schools:

PVUSD GOAL 1: To be monitored by the Assistant Superintendent of Elementary Ed., School Improvement Coordinator and the Site Principal	Provide academic challenges for all students. Support and maintain programs that are successful and help build new opportunities so we keep all students engaged in learning
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. Data sources: CST, STS, CMA, CAPA, APS, CELDT and District Benchmarks	-Percentage of students scoring proficient or above in reading, writing, math, social studies and science on benchmark tests. -Percentage of students scoring proficient on district or state writing tests
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 1 will be measured at least every nine weeks using district math and ELA benchmark	-The percentage of students at all grade levels scoring proficient or above on the ELA portion of the CST will increase from less than 25% to 35% or more as measured by the yearly ELA CST data. At the end of the 3 years the percentage of students scoring proficient or above in ELA will meet or exceed the state average.

<p>exams.</p>	<p>-The percentage of students at all grade levels scoring proficient or above on the Math portion of the CST will increase from 45% or less to 55% or more as measured by yearly Math CST data.</p> <p>At the end of the 3 years the percentage of students scoring proficient or above in Math will meet or exceed the state average.</p> <p>-100% of the students who are two or more years below grade level in reading will make more than 1 year's academic growth in one school year and at least 75% of them will make 2 year's growth per year as measured yearly ELA CST data.</p>
<p>RESEARCH-BASED STRATEGIES</p> <p>-Use differentiated instruction for part of reading lessons (Tomlinson & McTighe, 2006)</p> <p>-Improving teacher effectiveness in increasing student engagement and differentiation also improves teacher retention. (Rochkind, Ott, Immerwahr, Doble & Johnson, 2007)</p> <p>-Focus on essential elements of RtI²: high-quality instruction, universal screening, progress monitoring, intervention for struggling students (Foorman, Francis, Fletcher, 1998)</p> <p>-Once programs have been selected, schools must adequately prepare teachers to implement the program with training, practice and coaching (Guldbrandsson, 2008)</p>	<p>-Use data to assess student progress towards critical academic outcomes and drive instruction</p> <p>-Systematically teach the forms, functions and vocabulary of English as part of the core instruction in English language arts and math.</p> <p>-Use differentiation and active student engagement strategies in all classrooms to ensure adequate support for all students and provide additional time for those students who need it.</p> <p>-Implement a state-adopted acceleration curriculum that is specifically designed for the needs of English learners.</p>
<p>MONITORING PLAN:</p> <p>Specific evidence that demonstrates progress towards achieving GOAL 1 including:</p> <ul style="list-style-type: none"> • Evidence of use of data to make 	<p>-The principal will ensure that all teachers receive additional training in strategies to support English learners during instruction and in strategies to promote student engagement and differentiation</p>

<p>instructional decisions</p> <ul style="list-style-type: none"> • Evidence of teacher participation in training • Observations of implementation of strategies in the classroom • Evidence of purchase and use of additional supplemental materials 	<p>within the classroom by October, 2011.</p> <p>-Teachers will be responsible for fully implementing these strategies.</p> <p>-District will purchase additional supplemental materials to support the state adopted Houghton Mifflin language arts program and will purchase a state-adopted acceleration program. These programs will be in place in the classrooms by September, 2011.</p> <p>-Site and district administration will monitor the consistent use of strategies and curriculum based on classroom observations and student test data on district benchmarks.</p>
<p>PVUSD GOAL 2: To be monitored by the Assistant Superintendent of Elementary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal</p>	<p>Provide a consistent and strategic program to achieve the goal of English acquisition</p>
<p>DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders.</p> <p>Data sources: CST, STS, CMA, CAPA, APS, CELDT, District Benchmarks, ADEPT (oral English skills test), District writing tests.</p>	<p>-Percentage of English learners scoring proficient or above in reading, math, writing and science on district benchmark tests.</p> <p>-Percentage of students progressing one or more levels per year in ELD on district assessments.</p> <p>-Percentage of students reclassifying to Fluent English proficient</p> <p>-Schools meet all AMAO targets</p>
<p>SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal.</p> <p>Progress towards achieving GOAL 2 will be measured by the ADEPT test</p>	<p>-The percentage of English learners at all grade levels who make at least 1 year's growth in English will increase from 50% or less to 75% or more as measured by performance on the 2011 CELDT.</p> <p>-Each school will make at least a 10% gain in the number of English Learners who meet AMAO 2, reclassification to</p>

(listening and speaking skills), by district ELA benchmark exams (reading skills) and by the district writing tests (writing skills).	Fluent English Proficient. At the end of 3 years all schools will consistently meet or exceed targets in AMAO 1, 2, and 3.
RESEARCH BASED STRATEGIES -Proficiency in academic language improves ELL's ability to demonstrate academic content knowledge in all curriculum areas, (Dressler, 2006) -Instruction in core curriculum must include guided instruction in vocabulary, sentence structure, the forms and functions of English that appear in text (Gersten et. al., 2007; Rivera et. al., 2008, Torgensen et. al., 2007)	-Systematically teach ELD to all English Learners at all grade levels. -Frontload the vocabulary, forms and functions of English as an integral part of instruction in all core subject areas.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 2 including: <ul style="list-style-type: none"> • Evidence of staff attendance at training • Observations of classroom teaching and use of specific strategies 	-All teaching staff will be trained in Systematic ELD through the California Reading and Literacy Project (CRLP) by December, 2011 as measured by sign in sheets at training. -All staff will receive on-going training and coaching in the use of frontloading strategies. Coaching provided by CRLP throughout the 2010-2011 school year. -Site and district administration will monitor the consistent instruction of ELD and use of frontloading strategies based on classroom observations and student test data on district benchmark tests.
PVUSD GOAL 3: To be monitored by the Assistant Superintendent of Elementary Ed., Asso. Supt. of Business, School Improvement Coordinator, PVPSA, and the Site Principal	Ensure that all schools provide a safe, healthy and positive school environment for students and staff
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. Data Sources: Healthy Kids Survey, District Parent Survey, Staff Survey, Site	-Percentage of students, staff and parents who report schools as being safe (agree or higher) -Percentage of students attending school regularly as measured by attendance records

Student Survey, Williams Settlement Safety Inspections, District SIS (Student Services Dept.)	-Ratio of incidents to number of students that threaten the health and safety of others and lead to suspensions or expulsions
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal. Progress towards achieving GOAL 3 will be measured by monthly student attendance and suspension data and parent and student surveys.	-The percentage of students, staff and parents who report the school as being safe place for students will be 85% or higher each year as measured by a rating of agree or higher on the parent, student and staff surveys annually. -At least 90% of the students will attend school 98% of the time each year as measured by monthly student attendance data. -Each school will have at least a 25% decrease in the number of student suspensions each year as measured by annual district suspension data.
RESEARCH BASED STRATEGIES -Addressing the needs of the whole child helps schools create environments that promote learning (Blank & Berg, 2006) -Social and emotional learning (SEL) is important for helping all students achieve well-being and school success (Payton et. al., 2008; Zins et. al., 2004) -Schools using a social and emotional learning framework (SEL) can foster a climate of warmth and respect, prevent bullying and promote educational success (Ragozzino & Utne O'Brien, 2009)	-Addressing the needs of the whole child—social and emotional as well as academic—creates an environment that promotes learning. -Continue to implement programs to promote positive social interactions between students including anti-bullying programs. -Continue incentives to promote daily attendance and arriving at school on time. Follow up with families who are having difficulty.
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 3 including: <ul style="list-style-type: none"> • Monthly attendance and discipline data • Evidence of teacher training in these areas • Evidence of student and parent training in these areas. 	-Teachers at all grade levels will ensure that all students receive age-appropriate instruction in anti-bullying, drug and alcohol awareness, and refusal skills. -Teachers will receive additional training in teaching and reinforcing these skills from Pajaro Valley Prevention and Student Assistance (PVPSA) personnel during the 2010-11 school year as measured by sign in sheets at training.

	<p>-Site administration will ensure that parents are given multiple opportunities to receive training in social interaction skills, gang awareness and anti-bullying through trainers provided by Migrant Education, the Education Services department and PVPSA offered at least 3 times during the 2010-11 school year as measured by parent sign in sheets at training.</p> <p>-Site classroom teachers and administrators will continue to monitor attendance monthly. Site and district personnel will intervene immediately, within one month, if a student is not attending school regularly.</p>
PVUSD GOAL 4: To be monitored by the Assistant Superintendent of Elementary Ed., Assistant Supt. of Human Resources School Improvement Coordinator and the Site Principal	<p>Attract, hire, develop and retain an excellent professional staff throughout the district.</p>
<p>DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders.</p> <p>Data Sources: Title II, Level C, Human Resources Highly Qualified Report, Human Resources Longitudinal Data Spread Sheet, District Professional Development Survey (Title II), New Teacher Project Survey</p>	<p>-Percentage of teachers meeting the highly qualified criteria that stay in the district for more than five years</p> <p>-Percentage of district/site professional development experiences that meet four critical components of professional development (theoretical, demonstrations, practice and feedback, and on-the-job peer-to-peer coaching)</p> <p>-Percentage of teachers who participate in district/site professional development</p> <p>-Percentage of teachers receiving coaching from New Teacher Center, UCSC</p>
<p>SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal.</p>	<p>-100% of the teachers hired at each of the three elementary schools, (Calabasas, Hall and MacQuiddy), will meet the highly qualified criteria as measured by the annual CBEDS and CMIS reports</p>

Progress towards achieving GOAL 4 will be measured by observed evidence of teacher implementation of newly acquired skills in the classroom.	-100% of the teachers at each of the three elementary schools will participate in all professional development activities and follow-up coaching, and implement newly acquired skills in the classroom as measured by observations of site administration and student performance data on state and district tests.
RESEARCH BASED STRATEGIES -Training in improving teacher effectiveness also improves teacher retention, (Rochkind, Ott, Immerwahr, Doble, & Johnson, 2007) -Coaching cycles help teachers internalize effective practices (Darling, Hammond, & Bransford, 2005)	-Comprehensive support for teachers in low-performing schools must be in place to attract, develop and retain high quality teachers. -Develop and sustain partnerships with universities for the recruitment of teachers
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 4 including: <ul style="list-style-type: none"> • Evidence of teacher attendance at training • Observations of use of strategies within the classrooms 	-Appropriate credentialing and coursework for teaching assignment on file for each teacher. -Sign in sheets and evidence of completion for each teacher in each professional development activity. -Evidence of completion of peer coaching and peer observations -Evidence of use in the classroom as observed by site administration
PVUSD GOAL 5: To be monitored by the Assistant Superintendent of Elementary Ed., Director of Curriculum, School Improvement Coordinator and the Site Principal	Engage and sustain the trust, involvement, and responsibility of all parents and community to promote collaborative programs which result in high levels of success for all students.
DISTRICT-WIDE PERFORMANCE INDICATORS: Used to measure progress towards goals and guide ongoing communication among stakeholders. Data Sources: District parent survey, School and District Reports	-Percentage of parents who register overall satisfaction with school and district-wide communication -School-community/business partnerships -High level of parent participation in school site parent committees
SCHOOL SITE SMART GOALS (Specific, Measurable, Achievable, Relevant, and Timely). The Performance Indicators will be used to measure the impact of the research strategies towards achieving each SMART goal.	-Each of the three elementary schools will show at least a 50% increase in the number of parents who attend school events and participate actively in school-community activities as measured by sign in sheets and parent responses in

Progress towards achieving GOAL 5 will be measured by sign in sheets at parent events, increased number of parents signing in to volunteer and by observed contributions of parents in classrooms.	the annual district parent surveys. -Each of the three elementary schools will show at least a 75% increase in the number of parents who volunteer in the classroom on at least a weekly basis as measured by the number of parents signing in to volunteer and parent responses on the annual district parent surveys.
RESEARCH BASED STRATEGIES -Bridging cultural, language and social gaps between schools and families will help foster more support for students (Brown & Beckett, 2007) -Comprehensive family-school partnership, (Epstein, 1995)	-Coordinating non-school community and family resources with existing school services has a positive effect on student achievement -Schools can improve student learning by directly engaging parents
MONITORING PLAN: Specific evidence that demonstrates progress towards achieving GOAL 5	-Sign in sheets at school events for parents and families. -Sign in sheets for attendance at parent training activities -Evidence in parent responses to annual district parent survey
x. Inclusion of Tier III Schools (if applicable)	
Response: PVUSD will not include Tier III schools in this application.	
xi. Consultation with Relevant Stakeholders	
Response: Upon learning of the Tier 1 status of Calabasas, Hall and MacQuiddy Elementary Schools, PVUSD immediately began comprehensive consultation with all relevant stakeholders including staff, parents, School Site Councils, the site and district English Language Advisory Committees (ELAC), Migrant parents advisory committees, Pajaro Valley Federation of Teachers (PVFT) and the district Board of Education. District and site administration met with each of these stakeholders on the following dates:	
<ul style="list-style-type: none"> • Calabasas School Site Council: March 16th, April 20th and May 11th • Calabasas ELAC/Migrant committees: March 16th • Calabasas Plan shared with all parents on May 27th • Hall School Site Council: March 18th, April 21st, May 13th, • Hall ELAC/Migrant committees: March 18th, April 21st, May 13th • Hall Plan shared with all parents on May 27th • MacQuiddy School Site Council: March 18th, April 22nd • MacQuiddy ELAC/Migrant committees: April 1st and May 13th • MacQuiddy Plan shared with parents on May 20th 	
Suggestions from all of these stakeholder groups were included in the creation	

of the improvement plan for each school. Copies of the minutes of these meetings are available in the Appendix.

In addition to the meetings with stakeholders at the school sites, district and site teachers and administrators met with the Pajaro Valley Federation of Teachers (PVFT) to share information about the process and invite their input into the implementation plan. The Superintendent and Assistant Superintendent met with PVFT representatives to discuss PVFT suggestions for the implementation plan. PVFT staff met with teachers at each school site during the last two weeks of May, 2010. The Superintendent, Assistant Superintendent and the three site principals also met with a PVFT representative to share a draft of the plan on Friday, May 21st.

The Superintendent met with the Board of Education on March 24th and May 26th to share information about the status of the three schools and take suggestions from the Board regarding the implementation plan.

PVUSD also believes strongly in partnerships with a variety of school-based and community agencies in order to meet the needs of the students in the district and provide the support that will allow all students to succeed. These partnerships include Migrant Education which provides support services to migrant families including health and dental screenings as well as pre-school, academic tutoring, and family support services. Pajaro Valley Prevention and Student Assistance (PVPSA) provides counseling services and parent training programs for students and their families. The district Student Services department includes after school programs and family literacy programs through extended learning and the district Special Education department includes special support for students as part of RtI² Tier II and Tier III intervention. Most critical, the New Teacher Center at the University of California, Santa Cruz (UCSC) provides coaching and support for new teachers in all district schools and training in specific skills to increase student engagement and differentiation of instruction. District administration also consulted with the district Transportation department regarding scheduling of buses around a longer school day. These meetings occurred on:

- Migrant Education: May 24, 2010
- New Teacher Center, UCSC: May 21, 2010
- Student Services: April 1, 2010
- Transportation: May 20, 2010

SIG Form 4a–LEA Projected Budget

LEA Projected Budget

Fiscal Year 2010–11

Name of LEA: Pajaro Valley Unified School District	
County/District (CD) Code: 44-69799	
County: Santa Cruz County	
LEA Contact: Ylda Nogueta	Telephone Number: (831) 786-2133
E-Mail: ylda_nogueta@pvusd.net	Fax Number: (831)761-0334
SACS Resource Code: 3180	
Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	84,000	84,000	84,000
2000– 2999	Classified Personnel Salaries			
3000– 3999	Employee Benefits	33,000	33,000	33,000
4000– 4999	Books and Supplies			
5000– 5999	Services and Other Operating Expenditures	529,615	495,415	495,415
6000– 6999	Capital Outlay			
7310	Transfers of Indirect Costs			
	LEA	32,331	30,621	30,621
	3 Schools Added Together	87,582	73,359	51,031
Total Amount Budgeted		766,528	716,395	694,067

SIG Form 4b–School Projected Budget**School Projected Budget**

Fiscal Year 2010–11

Name of School: Calabasas Elementary	
County/District/School (CDS) Code: 6049670	
LEA: Pajaro Valley Unified School District	
LEA Contact: Ylda Nogueta	Telephone Number: (831) 786-2133
E-Mail: ylda_nogueta@pvusd.net	Fax Number: (831)761-0334
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	363,637	340,711	185,055
2000– 2999	Classified Personnel Salaries	20,000	20,000	20,000
3000– 3999	Employee Benefits	117,129	114,064	79,293
4000– 4999	Books and Supplies	79,209	24,854	20,188
5000– 5999	Services and Other Operating Expenditures	21,700	11,200	
6000– 6999	Capital Outlay			
7310	Transfers of Direct Support Costs	30,084	25,541	15,227
Total Amount Budgeted		631,759	536,370	319,763

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: Hall District Elementary	
County/District/School (CDS) Code:	
LEA: Pajaro Valley Unified School District	
LEA Contact: Ylda Nogueda	Telephone Number: (831) 786-2133
E-Mail: ylda_nogueda@pvusd.net	Fax Number: (831)761-0334
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	359,135	336,795	207,465
2000– 2999	Classified Personnel Salaries	20,000	20,000	20,000
3000– 3999	Employee Benefits	110,557	107,568	82,627
4000– 4999	Books and Supplies	92,516	23,429	19,304
5000– 5999	Services and Other Operating Expenditures	18,200	11,200	
6000– 6999	Capital Outlay			
7370	Transfers of Direct Support Costs	30,020	24,950	16,470
Total Amount Budgeted		630,428	523,942	345,866

SIG Form 4b–School Projected Budget

School Projected Budget

Fiscal Year 2010–11

Name of School: T.S. MacQuiddy Elementary	
County/District/School (CDS) Code:	
LEA: Pajaro Valley Unified School District	
LEA Contact: Ylda Noguera	Telephone Number: (831) 786-2133
E-Mail: ylda_noguera@pvusd.net	Fax Number: (831)761-0334
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000– 1999	Certificated Personnel Salaries	324,268	299,092	257,678
2000– 2999	Classified Personnel Salaries	20,000	20,000	20,000
3000– 3999	Employee Benefits	105,375	102,214	88,811
4000– 4999	Books and Supplies	79,209	24,854	20,188
5000– 5999	Services and Other Operating Expenditures	20,700	11,200	
6000– 6999	Capital Outlay			
7310	Transfers of Direct Support Costs	27,478	22,868	19,334
Total Amount Budgeted		577,030	480,228	406,011

SIG Form 5a–LEA Budget Narrative

LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>Pajaro Valley Unified serves a K-12 student population of over 19,000 students. Presently the District operates 16 elementary schools, 6 charter schools, 5 middle schools, 1 junior high, 3 high schools, 1 continuation high schools and 2 alternative programs and Adult Education School. The majority of students (80%) are Hispanic or Latinos with 18% White and the rest other. The CELDT data shows from 2008-09 shows that 4,766 elementary students were tested, 1,350 middle and junior high students and 1,526 high school students and 521 charter students, which equals to about 67% of are student are classified as English Learners and 64% of our students are classified as Economically Disadvantaged</p> <p>All Tier 1 schools have a high percentage of English Language Learners, 67%. They are the most significant subgroup and form the basis of the Hispanic subgroup and the Socioeconomically Disadvantaged subgroup as well. The needs assessments for all schools showed very clearly that English Learners are not making adequate progress in learning English and applying that knowledge to the mastery of English Language Arts Content standards. Teachers need more training in the teaching of ELD and in the frontloading of academic language and the forms and functions of English in all grade level content areas. Teachers also have individual training needs to improve their skills in the classroom.</p> <p>The needs assessment for all three Tier 1 schools showed that teachers need additional coaching support in the use of data to set instructional goals and</p>		

<p>select appropriate instructional strategies. In the fall, 2009 PVUSD began a district initiative to train all teachers in using data through data teams training. While teachers have begun to use data cycles to drive instruction, they will need continued coaching in this area.</p> <p>Inquiry Consulting: Work with "Inquiry Consulting" as an external provider to assist all three Tier I schools in the development of tools and data collection methods and analysis and selecting and defining high leverage activities that will drive the reform effort.</p> <p>Lori Van Houten: 44 days of consulting, including time and travel = \$52,800/year X 3 years = \$158,400</p>	\$158,400	5000-5999
<p>New Teacher Center of the Santa Cruz/Silicon Valley:</p> <ul style="list-style-type: none"> • Support for grade-level data teams • Professional development for teachers leading grade level data teams • Support for experienced teachers in all areas of teaching as described in the newly rewritten California Standards for the Teaching Profession • Collaboration and coordination with site principal, English Learner Services, site Academic Coordinators and other district initiatives • Support for cross-school collaboration • Support for school improvement efforts <p>New Teacher Project Support: Cost = \$145,015/year for 3 years = \$435,045</p>	\$435,045	5000-5999
<p>Data Teams training and coaching:</p> <ul style="list-style-type: none"> • Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle. Professional development will be provided through presentations by district and site experts in the Data Teams process. The site Coordinator of Academic Programs will meet regularly with grade level data team leaders to facilitate this process. 		

<ul style="list-style-type: none"> • Laura Besser from "Lead and Learn" will provide training 3 days/year for grade level leaders from all district schools. • In addition, she will visit each school for two days on three different occasions for a total of 6 days. <p>Year 1 = \$3,800/day for 3 days training and 6 days of site visits/school = $21 \times \\$3,800 = \\$79,800$ Year 2 and 3 = 4 days/school = $12 \times \\$3,800 = \\$45,600/\text{year} \times 2 \text{ years} = \\$91,200$ Total cost for all 3 years = \$171,000</p> <p>The West Coast Center for Educational Excellence, Rtl²- Cara Bergen.</p> <ul style="list-style-type: none"> • Teachers will receive training in the effective use of differentiation within the classroom including specific training on the development of a master schedule to allow for differentiated groups during a part of the English language arts block and training in the use of specific components of the adopted core English language arts curriculum with different groups of students. Training for school leadership team to begin in summer, 2010 and Training for grade level teams in Aug. 2010 • Follow up coaching for grade level teams throughout the school year. Payment to outside consultant to conduct training = \$28,000/yr for 3 years 1 additional day of training for each teacher prior to the start of the school year = 25 teachers @ 32.08/hour for 7 hours = \$4,963 sal.; \$652 benefits. Year 1 only Subs for teachers to meet with coach in Feb: 7 subs @ \$150/day = \$658 sal., \$98 benefits X 3 Years. <p>Cara Bergen: It is \$84,000 per school X 3 schools = $\\$252,000 \times 3 \text{ years} = \\$756,000$</p>	<p>\$171,000</p> <p>\$756,000</p>	<p>5000-5999</p> <p>5000-5999</p>
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<p>District Actions:</p> <ul style="list-style-type: none"> • The district has replaced principals for all three Tier 1 schools, Hall District in 2008, Calabasas in 2009 and MacQuiddy in June, 2010. • The district will work with union representatives to revise the teacher evaluation plan based upon the revised CA Standards for Teachers. • The district is also working with WestEd on a revision of the principal evaluation plan. • The district will continue to work with union leaders to transfer/reassign teachers who have not improved their instructional practice. • Union and district leaders will identify performance-based incentives for teachers and schools. • District administration will continue to provide support for Tier I schools as described in the district Comprehensive Accountability Framework. 	\$0	
<p>School Improvement Coordinator:</p> <p>To support and monitor progress for the School Improvement Initiatives at the 3 Tier 1 schools, the district will hire a 50% School Improvement Coordinator.</p> <p>Salary = \$84,000/year X 3 years = \$252,000 Benefits = \$33,000/year X 3 years = \$99,000</p>	<p>\$252,000 \$99,000</p>	<p>1000-1999 3000-3999</p>
<p>Parent Education Specialist:</p> <ul style="list-style-type: none"> • The district will give additional support to the three Tier I schools by utilizing the district Parent Education Specialist position. The Parent Ed Specialist will work with all three sites to develop and expand parent education opportunities as parent involvement. <p>Salary and benefits of Parent Education Specialist paid with district funds</p>	\$0	

	\$50,000	
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SIG Form 5b—School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Calabasas Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p><u>Professional Development:</u></p> <p>Calabasas has a high percentage of English Language Learners, 67%. They are the most significant subgroup and form the basis of the Hispanic subgroup and the Socioeconomically Disadvantaged subgroup as well. The needs assessment for Calabasas showed very clearly that English Learners are not making adequate progress in learning English and applying that knowledge to the mastery of English Language Arts Content standards. Teachers need more training in the teaching of ELD and in the frontloading of academic language and the forms and functions of English in all grade level content areas. In order to assist teachers in acquiring those skills, teachers need more training in:</p> <ul style="list-style-type: none">• <u>Systematic ELD:</u> Systematic ELD is instruction for the purpose of developing a solid foundation in the English language and increasing the students' competence in listening, speaking, reading and writing. Effective ELD instruction includes both informal and formal language learning opportunities. It is taught regularly during time dedicated specifically to teaching English that is targeted to each student's level of proficiency. Systematic ELD training is conducted by the California Reading and Literacy Project CRLP and consists of: 3 full days of training plus materials at a cost of \$500/teacher. Training to take place in Aug, 2010; Oct., 2010, and Jan., 2010 for about 12 teachers who have not yet been trained. (Year 1 expense only.	\$6,000	5000-5999

<ul style="list-style-type: none"> Follow up coaching support in the implementation of Systematic ELD for all staff to take place monthly throughout the 2010-11 school year. \$500/day coaching for 6 visits = \$3,000 (Year 1 expense only) 		
<p>In addition to Systematic ELD, Calabasas teachers also need additional training, and coaching in the use of strategies to frontload the vocabulary, forms and functions of academic language in all content areas. The district has identified several key research-based elements to include in the training.</p>		
<ul style="list-style-type: none"> <u>Side by Side planning tool:</u> used to differentiate ELA content standards for instruction to English Learners by proficiency level. Training on this planning tool will help teachers learn to plan for the specific English language skills needed for each English Language Arts lesson. Teachers who have already had Systematic ELD training will receive 3 days of training in Side by Side planning in Aug., 2010, Oct. 2010 and Jan. 2011. The rest of the teachers will receive this training in the 2011-2012 school year. \$2,000/day for 3 days training and 2 days coaching = \$10,000 (Year 1 and Year 2) 	<p>\$3,000</p>	<p>5000-5999</p>
<ul style="list-style-type: none"> <u>Thinking Maps:</u> These are graphic organizers to help students develop specific academic cognitive skills. Teachers will receive a one day training by district personnel in the use of this tool with students. <u>Project G.L.A.D. (Guided Language Acquisition by Design) Coaching:</u> Trains teachers to provide access to core curriculum using practical strategies to develop meta-cognitive use of high level academic language. Many teachers have already had some training in the use of G.L.A.D. strategies, but need additional coaching support to incorporate their consistent use in the classroom. 	<p>\$20,000</p> <p>\$0</p>	<p>5000-5999</p>
<p>Paid training time for teachers = 25 teachers @ 32.08 per hour for two hours every two weeks for a total of 20 sessions. Year 1 cost = \$28,360 sal., \$3,723 benefits</p>		

<p>Year 2 cost (10 sessions) = \$ 14,180 sal., \$1,862 benefits; Year 3 cost (5 sessions) = \$7,090 sal., \$931 benefits</p>	<p>\$49,630 tot. Sal \$6,516 tot. ben.</p>	<p>1000-1999 3000-3999</p>
<p>The results from the Academic Program Survey, staff surveys and observations of classroom teaching showed that teachers at Calabasas need more support in differentiating instruction within the classroom (Tier I support) and in teaching strategies to more actively engage students in learning.</p>		
<ul style="list-style-type: none"> • <u>Training in Response to Instruction and Intervention (RtI²):</u> Teachers will receive training in the effective use of differentiation within the classroom including specific training on the development of a master schedule to allow for differentiated groups during a part of the English language arts block and training in the use of specific components of the adopted core English language arts curriculum with different groups of students. Training for school leadership team to begin in summer, 2010 and Training for grade level teams in Aug. 2010 • Follow up coaching for grade level teams throughout the school year. 		
<p><u>Payment to outside consultant to conduct training = \$28,000/yr for 3 years to be paid with LEA SIG grant funds</u></p>		
<p>1 additional day of training for each teacher prior to the start of the school year = 25 teachers @ 32.08/hour for 7 hours =</p>	<p>\$4,963 \$652</p>	<p>1000-1999 3000-3999</p>
<p>\$4,963 sal.; \$652 benefits. Year 1 only Subs for teachers to meet with coach in Feb: 7 subs @ \$150/day = \$658 sal., \$98 benefits X 3 Years.</p>	<p>\$1,974 \$294</p>	<p>1000-1999 3000-3999</p>
<p><u>Data Teams training and coaching:</u> Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle. Professional development will be provided through presentations by district and site experts in the Data Teams process. The site Coordinator of Academic Programs will meet regularly with grade level data team leaders to facilitate this process.</p>		
<p>Subs for 3 days training for grade level leaders 6 subs/day plus 3 two-day coaching visits (5 subs on 2nd day) for 1st year only. 33 subs = \$3,102 sal.,</p>	<p>\$3,102 \$462</p>	<p>1000-1999 3000-3999</p>

\$462 benefits

Additional administrative days to develop tools for data collection, monitor data:

○ Administrative Salaries: Principal 7 days @ per diem = \$3,209 sal., \$535 benefits per year for 3 years	\$9,627 \$1,605	1000-1999 3000-3999
○ Coordinator of Academic Programs 3 days @ per diem = \$1,057 sal., \$178 benefits per year for 3 years	\$3,171 \$534	1000-1999 3000-3999

Additional hours/month for each grade level team leader to enter data, prepare for grade level data team meetings. 5 hours/month X 10 months X 6 teachers = \$8,508 sal., \$1,116 benefits for 3 years	\$25,524 \$3,348	1000-1999 3000-3999
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Components to Support Instruction and Student Learning During the School Day:

The Calabasas needs assessment identified three key areas of support needed during the school day.

1. **First**, teachers desperately needed more collaboration time to practice the new strategies they were learning, plan appropriate instruction using those strategies, and ensure their consistent use within each grade level.
2. **Second**, teachers needed additional teaching help to provide more individualized instruction during a critical portion of the English language arts block, (Tier 1 support in RtI²).
3. **Third**, parents needed more training and support in order to more effectively reinforce what students have learned at home and serve as effective volunteers in the classroom.

Grade level collaboration time:

In order to implement the new strategies, teachers at Calabasas indicated that they needed time to practice what they have learned, coach one another, and plan collaboratively for instruction. To facilitate grade level collaboration around new learning the implementation plan includes grade level collaborative planning time built into the schedule. During the grade level collaboration time, students will receive instruction in content area standards in science, physical education, social studies and the arts.

Each grade level will have 40 minutes per day; 4 days/week while additional teachers provide

content area instruction to students (Costs outlined below)

Differentiation in English Language Arts instruction:

Test scores and teacher surveys identified a strong need for more differentiated instruction during the English language arts block, including a need to provide accelerated instruction for those students in grades 2-6 who are more than 2 years below grade level standard and a need for early primary support at the kindergarten and 1st grade level. **Each grade level will have the help of additional teachers for 45-60 minutes of the English language arts teaching block.**

Community Partnership: Parent training and support:

Both teachers and parents expressed a strong desire for more parent training to reinforce academic instruction in the home. Teachers and parents also expressed a desire for more trained volunteers to help in the classroom.

Additional training provided by a certificated parent liaison and classroom teachers at least 3 times/year for each grade level. (Costs outlined below)

Grade K-1 Reading Intervention Teacher \$197,439
(paid by grant funds) Full time: \$ 65,813 \$73,722
salary, \$ 24,574 benefits/year for 3 years
 Supports English language arts instruction in kindergarten and first grade classes. In the afternoon, supports grade level collaboration in grades K and 1 by teaching content area instruction in science or social studies with a focus on hands-on experiential learning.

1000-1999
3000-3999

- **Teacher to plan and facilitate parent communication and training and teach**
Full time in year 1 and 2; half time in year 3 \$164,533
\$65,813 sal., \$24,574 benefits Year 1 and 2; \$61,435
\$32,907 sal., \$12,287 benefits in Year 3
 Facilitates communication between parents and classroom teachers. Develops and conducts parent training in how to reinforce student learning in key academic areas. Plans and

1000-1999
3000-3999

conducts parent education nights in coordination with the after school program. Supports grade level collaboration through the teaching of content area instruction in science, social studies or the arts.

- **Part-time content area specialists:**

Teachers with specialized skills in the teaching of physical education or the arts to teach these subjects to students at all grade levels during the time classroom teachers are collaborating.

- **.6 physical education teacher for grades 2-6 (paid by district funds)**

- **Two .5 language, social studies or science teachers for grades 2-6 = \$65,813 sal., \$24,574 benefits per year for 3 years**

- **Two .2 art, physical education or science teachers for grades K-1 (paid by grant funds) = \$26,326 sal., \$9,830 benefits Year 1 and 2 only (To be paid by after school prog. In Year 3)**

\$197,439
\$73,722

1000-1999
3000-3999

\$52,652
\$19,660

1000-1999
3000-3999

Additional Instructional Time for Students:

The instructional needs of our students require additional instructional time during the school day to support the instruction of English, academic language and background knowledge in all core subject areas. It is also critically important to build a stronger connection to the after school program in order to provide additional practice and support in key academic skills for those students who need it. (Tier II Intervention) and ensure that the instruction provided after school is directly tied to what students are learning during the school day.

- **Full-Day Kindergarten:**

All kindergarten students will attend school for the full day. Kindergarten teachers will have additional help from the K-1st Reading Intervention teacher for 45 minutes/day. Kindergarten teachers will receive training and support in strategies for teaching a full kindergarten day. Additional instructional time for kinder = 190/day

Training support for teachers: Monthly

coaching provided by expert in the teaching of full-day kindergarten.	\$3,900	5000-5999
Cost = \$300/day for 9 days = \$2,700 Year 1		
\$300/day for 4 days = \$1,200 Year 2		
1 additional paid day for 4 Kinder teachers:	\$681	1000-1999
6 hrs X 4 teachers = \$681 sal., \$90 benefits (Year 1 only)	\$90	3000-3999
<ul style="list-style-type: none"> Extension of school day for grades 1st-6th: The school day for all students will be extended an additional 30 minutes. Classroom teachers will be paid to stay the additional time. During this time students will read, begin homework, take Accelerated Reader tests, receive additional help in skills taught that day. Classroom teachers will meet briefly each day with after school program teachers to discuss skills and concepts that need to be reviewed that day. 18 teachers 1 hour/day for 175 days = \$178,668 \$89,334 sal., \$11,723 benefits (Year 1 and 2 only. Paid by after school program in Year 3) \$23,446 		1000-1999 3000-3999
	\$0	
<ul style="list-style-type: none"> Elimination of additional recess time: For grades 1-3 the additional afternoon recess will be eliminated. Instead, during the afternoon students will receive instruction in physical education, science, social studies and the arts with an emphasis on active, hands-on activities that build background knowledge and academic language. (These classes take place while classroom teachers have collaboration time.) 		
<ul style="list-style-type: none"> Play First, Eat Second: Research shows that students eat a more nutritious lunch and return to class calmer and ready to learn if they play first and then eat. (White, Patrick, Reverse Order. School Food Service and Nutrition, Aug. 2003) Calabasas will initiate this plan during the 2010-11 school year with the intent of recapturing instructional minutes lost when students take additional time to settle into learning after play time. Additional yard duty help to be paid with district funds. 	\$0	

Estimated additional instructional minutes for grades 1-3:

- Additional 10 minutes with elimination of afternoon recess
- Additional 15 minutes of recaptured instructional time after the end of lunch recess

Total added instructional minutes grades 1-3 = 25 min/day

Estimated additional instructional minutes for grades 4-6:

- Additional 15 minutes of recaptured instructional time after the end of lunch recess

Total added instructional minutes grades 4-6 = 15 min/day

Materials and Supplies

Teachers identified a need for additional support materials in the district-adopted ELA curriculum, Houghton Mifflin, to support differentiated instruction, the acquisition of academic language and content, and the building of background knowledge.

- Leveled Readers
- Leveled Novel sets

Purchased in Year 1 only

Purchase support materials that are designed to support English learners who are 2 years or more below grade level to accelerate learning.

- Reach by National Geographic/Hampton Brown levels C, D and E for intensive support of English learners in reading in grades 3-6. Cost: Level C for 20 students including Reach Into Phonics Kit = \$4,391

Two Level D for 20 students = \$6,261

Level E for 20 students = \$3,130

Total Cost = \$13,782 (Year 1 only)

\$10,000

4000-4999

\$13,782

4000-4999

Technology Support:

Teachers identified a need for more support in the use of technology to enhance instruction. Teachers need training on the use of interactive white boards and the use of web-based instruction to build background knowledge, make learning comprehensible and

actively engage students. Currently at Calabasas only about ½ of the teachers have access to this technology and the school has no technology support.

- Purchase additional interactive white boards to ensure that all 3rd -6th grade teachers have this technology for use in the classroom and at least 1 classroom at kinder, 1st and 2nd also has this technology.

Year 1: 6 interactive white boards @ \$4,950

10 Replacement bulbs @ \$275 =

Year 2: 3 interactive white boards @ \$4,950

10 Replacement bulbs @ \$275 =

Year 3: 3 interactive white boards @ \$4,950

\$59,400

4000-4999

\$5,500

4000-4999

Purchase additional MacBook laptop computers to support interactive white boards

Year 1: 8 MacBooks, 13" @ \$1,334.54 ea.

12 Docking stations @ \$191.63 ea.

Year 2: 4 MacBooks, 13" @ \$1,334.54 ea

10 Docking stations \$191.63 ea

Year 3: 4 MacBooks, 13" \$1,334.54 ea

\$21,353

4000-4999

\$4,216

4000-4999

.5 Site Computer Technician to support all technology at the school site = \$20,000 sal., \$15,000 benefits/year for 3 years

\$60,000

2000-2999

\$45,000

3000-3999

- Calabasas utilizes the Accelerated Reader literacy program with all 1st-5th grade students to promote literacy and engage students in reading. A school library is stocked with books to support the AR program, but classrooms also need new books at student levels.

\$10,000

4000-4999

- Purchase books for each classroom to support AR

Purchased in Year 1 only

\$0

Continuation of programs in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community volunteer opportunities for students.

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: Hall District Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p><u>Professional Development:</u></p> <p>Hall District Elementary has a high percentage of English Language Learners, 75%; Hispanics make up 96% of the school, and 90% are Socioeconomically Disadvantaged. The needs assessment for Hall District clearly shows that English Learners are not making adequate progress in learning English and applying that knowledge to the mastery of English Language Arts Content standards. Teachers need more training in the teaching of ELD and in the frontloading of academic language and the forms and functions of English in all grade level content areas. In order to assist teachers in acquiring those skills, teachers need more training in:</p> <ul style="list-style-type: none">• <u>Systematic ELD:</u> Systematic ELD is instruction for the purpose of developing a solid foundation in the English language and increasing the students' competence in listening, speaking, reading and writing. Effective ELD instruction includes both informal and formal language learning opportunities. It is taught regularly during time dedicated specifically to teaching English that is targeted to each student's level of proficiency. Systematic ELD training is conducted by the California Reading and Literacy Project CRLP and consists of: 3 full days of training plus materials at a cost of \$500/teacher. Training to take place in Aug, 2010; Oct., 2010, and Jan., 2010 for about 25 teachers. (Year 1 expense only)• Follow up coaching support in the implementation of Systematic ELD for all staff to take place monthly throughout the 2010-11	\$12,500	5000-5999

<p>school year.</p> <p>Follow-up coaching support, Year 1 \$500/day coaching for 6 visits = \$3,000</p> <p>In addition to Systematic ELD, Hall District teachers also need additional training, and coaching in the use of strategies to frontload the vocabulary, forms and functions of academic language in all content areas. The district has identified several key research-based elements to include in the training.</p>		
<ul style="list-style-type: none"> • <u>Side by Side planning tool:</u> used to differentiate ELA content standards for instruction to English Learners by proficiency level. Training on this planning tool will help teachers learn to plan for the specific English language skills needed for each English Language Arts lesson. Teachers and support staff will receive this training in the Spring of 2011 or in fall of 2011 \$2,000/day for 3 days training and 2 days coaching = \$10,000 in Year 2 only 	\$3,000	5000-5999
<ul style="list-style-type: none"> • <u>Project G.L.A.D. (Guided Language Acquisition by Design) Training:</u> Trains teachers to provide access to core curriculum using practical strategies to develop meta-cognitive use of high level academic language. Many teachers have already had some training in the use of G.L.A.D. strategies, but need additional coaching support to incorporate their consistent use in the classroom. <ul style="list-style-type: none"> ◦ Most teachers have had this training, refresher trainings would be beneficial. 	\$10,000	5000-5999
<p>Paid training time for teachers = 25 teachers @ 32.08 per hour for two hours every two weeks for a total of 20 weeks.</p> <p>Year 1 cost = \$28,360 sal., \$3,723 benefits Year 2 cost (10 sessions) = \$14,180 sal., \$1,862 benefits; Year 3 cost (5 sessions) = \$7,090 sal., \$931 benefits</p>	\$0	
<p>The results from the Academic Program Survey, staff surveys and observations of classroom teaching showed that teachers at Hall District need more support in differentiating instruction within the</p>	<p>\$49,630 \$6,516</p>	<p>1000-1999 3000-3999</p>

classroom (Tier I support) and in teaching strategies to more actively engage students in learning.

- **Training in Response to Instruction and Intervention (RtI²):** Teachers will receive training in the effective use of differentiation within the classroom including specific training on the development of a master schedule to allow for differentiated groups to enhance the English language arts program and training in the use of specific components of the adopted core English language arts curriculum with different groups of students. Training for school leadership team to begin in the August 2010, training for grade level teams in September 2010 and in April 2011.

- Follow up coaching for grade level teams throughout the school year.

-Payment to outside consultant to conduct training= \$28,000/year for 3 years to be paid by LEA SIG funds

-Payment to teacher leaders for 2 day summer training: 7 hours/day X 7 teachers X 2 days = \$2,779 Sal., \$365 benefits (Year 1 only)

\$2,779
\$365

1000-1999
3000-3999

-Subs for teachers to participate in training sessions: 4 subs X 3 days = \$1,598 sal., \$211 benefits (Year 1 only)

\$1,598
\$211

1000-1999
3000-3999

-Subs for teachers to meet with coach in April: 7 subs = \$658 sal., \$98 benefits X 3 years

\$1,974
\$294

1000-1999
3000-3999

Data Teams training and coaching: Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle. Professional development will be provided through presentations by district and site experts in the Data Teams process. The site Coordinator of Academic Programs will meet regularly with grade level data team leaders to facilitate this process.

Subs for 3 days training for grade level leaders plus 3 two-day coaching visits (5 subs on 2nd day) for 1st year only. 33 subs X \$150 = \$3,102 sal., \$462 benefits

\$3,102
\$462

1000-1999
3000-3999

Additional administrative days to develop tools for

data collection, monitor data:		
<ul style="list-style-type: none"> ○ Administrative Salaries: Principal 7 days @ per diem = \$2,956 sal., \$493 benefits per year for 3 years ○ Coordinator of Academic Programs 3 days at per diem = \$1,160 sal., \$194 benefits per year for 3 years. 	\$8,868 \$1,479 \$3,480 \$582	1000-1999 3000-3999 1000-1999 3000-3999
Additional hours/month for each grade level team leader to enter data, prepare for grade level data team meetings. 5 hours@\$32.00/month X 10 months X 6 teachers = \$8,508 sal., \$1,116 benefits for 3 years	\$25,524 \$3,348	1000-1999 3000-3999
<u>Components to Support Instruction and Student Learning During the School Day:</u>		
The Hall District needs assessment identified three key areas of support needed during the school day.		
<ol style="list-style-type: none"> 1. First, teachers desperately needed more collaboration time to practice the new strategies they were learning, plan appropriate instruction using those strategies, and ensure their consistent use within each grade level. 2. Second, teachers needed additional teaching help to provide more individualized instruction during a critical portion of the English language arts block, (Tier 1 support in RtI²). 3. Third, parents needed more training and support in order to more effectively reinforce what students have learned at home and serve as effective volunteers in the classroom. 		
<u>Grade level collaboration time:</u>		
In order to implement the new strategies, teachers at Hall District indicated that they need time to practice what they have learned, coach one another, and plan collaboratively for instruction. To facilitate grade level collaboration around new learning the implementation plan includes grade level collaborative planning time built during the school day and after school.		
Grade level teams to be relieved by substitutes at least once a month		
4 subs@\$150 X 6 grade levels X 10 days = \$22,560 sal., \$3,360 benefits each year for 3 years	\$67,680 \$10,080	1000-1999 3000-3999

Differentiation in English Language Arts instruction:

Test scores and teacher surveys identified a strong need for more differentiated instruction during the English language arts block, including a need to provide accelerated instruction for those students in grades 2-5 who are more than 2 years below grade level standards and a need for early primary support at the kindergarten level. **Each grade level will have the help of additional teachers for 60-90 minutes of the English language arts teaching block.**

Parent training and support:

Both teachers and parents expressed a strong desire for more parent training to reinforce academic instruction in the home. Teachers and parents also expressed a desire for more trained volunteers to help in the classroom.

Additional training provided by a certificated parent liaison and classroom teachers at least 3 times/year for each grade level.

Costs outlined below

<ul style="list-style-type: none">• Grade 2nd-3rd, Reading Intervention Teacher (paid by grant funds) Full time for 3 years: \$65,813 salary, \$24,574 benefits /year for 3 years. Supports reading instruction and accelerated programs, supports teaching content area instruction in science or social studies with a focus on literacy and writing.	\$197,439 \$73,722	1000-1999 3000-3999
<ul style="list-style-type: none">• Grade 1st and Newcomers, Reading Intervention Teacher (paid by grant funds) Full time: \$65,813 salary, \$24,574 benefits/year for 3 years Supports reading instruction, early English acquisition and accelerated programs, supports teaching content area instruction in science or social studies with a focus on literacy and writing.	\$197,439 \$73,722	1000-1999 3000-3999
Teacher to plan and facilitate parent communication and training and teach Full time in year 1 and 2; half time in year 3		

<p>\$65,813 sal., \$24,574 benefits Year 1 and 2; \$32,907 sal., \$12,287 benefits in Year 3</p> <p>Develop and conduct parent trainings in how to reinforce student learning in key academic areas. Communicate with parents regarding schoolwide resources, outside agency resources and school academic resources.</p>	<p>\$164,533 \$61,435</p>	<p>1000-1999 3000-3999</p>
<p>Additional Instructional Time for Students:</p> <p>The instructional needs of our students require additional instructional time during the school day to support the instruction of English, academic language and background knowledge in all core subject areas. It is also critically important to align the regular program to the after school program in order to provide additional practice and support in key academic skills for those students who need it. (Tier II Intervention) and ensure that the instruction provided after school is directly tied to what students are learning during the school day.</p>		
<ul style="list-style-type: none"> <p>Full-Day Kindergarten:</p> <p>All kindergarten students will attend school for the full day. Kindergarten teachers will receive training and support in strategies for teaching a full kindergarten day. Additional instructional time for kinder = 190/day</p> <ul style="list-style-type: none"> <p>Training support for teachers: Monthly coaching provided by expert in the teaching of full-day kindergarten: 9 coaching days @ \$300/day Year 1= \$2,700; 4 coaching days @\$300/day Year 2 = \$1,200</p> <p>One additional paid day for kinder teachers in summer for coaching: 6 hours X 4 teachers = \$681 salary, \$90 benefits (Year 1 only)</p> <p>Extension of school day for grades 1st-5th:</p> <p>The school day for all students will be extended an additional 30 minutes. Classroom teachers will be paid to stay the additional time. During this time, students will read, begin homework, take Accelerated Reader quizzes, and receive</p> 	<p>\$3,900</p> <p>\$681 \$90</p>	<p>5000-5999</p> <p>1000-1999 3000-3999</p>

<p>Teachers need training on the use of interactive white boards and the use of web-based instruction to build background knowledge, make learning comprehensible and actively engage students. Hall District's high percentage of English Language Learners will be enriched and supported in the differentiation of instruction in language arts and in math with already existing Accelerated Reader and will be provided better equitable access to curriculum by extending computer access. More students will have access to Accelerated Reader, Rosetta Stone, and Successmaker Math, Math Facts in a Flash as well other research based computer programs.</p>		
<p>8 Lap top computers for teachers @ \$1,113.50 ea Year 1 4 lap top computers ea in Year 2 and 3</p>	\$17,816	4000-4999
<p>8 Docking stations @ \$171.92 Yr. 1 and Yr. 2</p>	\$2,751	4000-4999
<ul style="list-style-type: none"> • Purchase additional interactive white boards to ensure that all 3rd -6th grade teachers have this technology for use in the classroom and at least 1 classroom at kinder, 1st and 2nd also has this technology. 		
<p>Year 1: 6 interactive white boards @ \$4,950</p>	\$59,400	4000-4999
<p>10 Replacement bulbs @ \$275 =</p>	\$5,500	4000-4999
<p>Year 2: 3 interactive white boards @ \$4,950</p>		
<p>10 Replacement bulbs @ \$275 =</p>		
<p>Year 3: 3 interactive white boards @ \$4,950</p>		
<p>.5 Site Computer Technician to support all technology at the school site = \$20,000 salary and \$15,000 benefits/year for 3 years</p>		
<p>Duties will include setting up computers and printers in each classroom/computer labs. Facilitating install of Smart Boards in each classroom. The expenditure supports the School restructuring plan to increase student</p>	\$60,000 \$45,000	2000-2999 3000-3999
<ul style="list-style-type: none"> • Voice Activation 820 system with REDMIKE, LT71, (4) WMQ wall-mounted speakers. 4 sets at \$4,000 per set Year 1 only 		
<p>Allocation will provide equitable access to</p>	\$16,000	4000-4999

<p>programs, services, and resources to assist students in attaining high levels of academic success, as measured by district and state assessments. Site Plan calls for increase student engagement through the use of technology and specifically- <u>voice amplification systems</u>, LCD projectors, document cameras, computers, etc. We will purchase these sets for the Kindergarten classrooms to assist the teacher in building student engagement</p>		
<ul style="list-style-type: none"> • Hall District utilizes the Accelerated Reader literacy program with all 1st-5th grade students to promote literacy and engage students in reading. A school library is stocked with books to support the AR program, but classrooms also need new books at student levels. <ul style="list-style-type: none"> ○ Purchase books for each classroom to support AR Purchase in Year 1 only 	<p>\$10,000</p>	<p>4000-4999</p>
<p>Continuation of programs in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community volunteer opportunities for students.</p>	<p>\$0</p>	

SIG Form 5b–School Budget Narrative

School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

School Name: T. S. MacQuiddy Elementary School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
<p>MacQuiddy has a high percentage of English Language Learners, 73%. They are the most significant subgroup and form the basis of the Hispanic subgroup and the Socioeconomically Disadvantaged subgroup as well. The needs assessment for MacQuiddy showed very clearly that English Learners are not making adequate progress in learning English and applying that knowledge to the mastery of English Language Arts Content standards. Teachers need more training in the teaching of ELD and in the frontloading of academic language and the forms and functions of English in all grade level content areas. In order to assist teachers in acquiring those skills, teachers need more training in:</p> <ul style="list-style-type: none">• Systematic ELD: Systematic ELD is instruction for the purpose of developing a solid foundation in the English language and increasing the students' competence in listening, speaking, reading and writing. Effective ELD instruction includes both informal and formal language learning opportunities. It is taught regularly during time dedicated specifically to teaching English that is targeted to each student's level of proficiency. Systematic ELD training is conducted by the California Reading and Literacy Project CRLP and consists of: 3 full days of training plus materials at a cost of \$500/teacher for 30 teachers. Training to take place in Aug., 2010; Oct., 2010, and Jan., 2011. Year 1 expense only• Follow up coaching support in the implementation of Systematic ELD for all staff to take place monthly throughout the 2010-11	\$15,000	5000-5999

<p>school year. \$500/day coaching for 6 visits = \$3,000 (Year 1 expense only)</p> <p>In addition to Systematic ELD, MacQuiddy teachers also need additional training, and coaching in the use of strategies to frontload the vocabulary, forms and functions of academic language in all content areas. The district has identified several key research-based elements to include in the training.</p> <ul style="list-style-type: none"> • <u>Side-by-Side planning tool:</u> used to differentiate ELA content standards for instruction to English Learners by proficiency level. Training on this planning tool will help teachers learn to plan for the specific English language skills needed for each English Language Arts lesson. 	\$3,000	5000-5999
<p>\$2,000/day for 3 days training and 2 days coaching = \$10,000 (year 2)</p> <ul style="list-style-type: none"> • <u>Thinking Maps:</u> These are graphic organizers to help students develop specific academic cognitive skills. Teachers will receive a one-day training by district personnel in the use of this tool with students. • <u>Project G.L.A.D. (Guided Language Acquisition by Design) Training:</u> Trains teachers to provide access to core curriculum using practical strategies to develop meta-cognitive use of high-level academic language. Many teachers have already had some training in the use of G.L.A.D. strategies, but need additional coaching support to incorporate their consistent use in the classroom. 	\$10,000	5000-5999
<p>Paid training time for teachers = 30 teachers @ 32.08 per hour for two hours every two weeks for a total of 20 sessions.</p> <p>Year 1 cost = \$34,032 sal., \$4,464 benefits Year 2 cost (10 sessions) = \$17,016 sal., \$2,232 benefits; Year 3 cost (5 sessions) \$8,508 sal., \$1,116 benefits</p>	\$0	
	\$59,556 \$7,812	1000-1999 3000-3999
<p>The results from the Academic Program Survey, staff surveys and observations of classroom teaching showed that teachers at Calabasas need more support</p>		

in differentiating instruction within the classroom (Tier I support) and in teaching strategies to more actively engage students in learning.

- **Training in Response to Instruction and Intervention (RtI²):** Teachers will receive training in the effective use of differentiation within the classroom including specific training on the development of a master schedule to allow for differentiated groups during a part of the English language arts block and training in the use of specific components of the adopted core English language arts curriculum with different groups of students. Training for school leadership team to begin in summer, 2010 and Training for grade level teams in Aug. 2010
- Follow up coaching for grade level teams throughout the school year.

-Payment to outside consultant to conduct training= \$28,000/year for 3 years to be paid by LEA SIG grant funds

-Payment to teacher leaders for 2 day summer training: 7 hours/day X 7 teachers X 2 days = \$2,779 Sal., \$365 benefits (Year 1 only)

-Subs for teachers to participate in training sessions: 4 subs X 3 days = \$1,598 sal., \$211 benefits (Year 1 only)

-Subs for teachers to meet with coach in April: 7 subs = \$658 sal., \$98 benefits X 3 years

\$2,779
\$365

1000-1999
3000-3999

\$1,598
\$211

1000-1999
3000-3999

\$1,974
\$294

1000-1999
3000-3999

Data Teams training and coaching: Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle. Professional development will be provided through presentations by district and site experts in the Data Teams process. The site Coordinator of Academic Programs will meet regularly with grade level data team leaders to facilitate this process.

Subs for 3 days training for grade level leaders 6 subs/day plus 3 two-day coaching visits (5 subs on 2nd day) for 1st year only. 33 subs = \$3,102 sal., \$462 benefits

\$3,102
\$462

1000-1999
3000-3999

Additional administrative days to develop tools for data collection, monitor data:

<ul style="list-style-type: none"> ○ Administrative Salaries: Principal 7 days @ per diem = \$3,209 sal., \$535 benefits per year for 3 years ○ Coordinator of Academic Programs 3 days @ per diem = \$1,186 sal., \$199 benefits per year for 3 years 	<p>\$9,627 \$1,605 \$3,558 \$597</p>	<p>1000-1999 3000-3999 1000-1999 3000-3999</p>
<p>Additional hours/month for each grade level team leader to enter data, prepare for grade level data team meetings. 5 hours/month X 10 months X 6 teachers = \$8,508 sal., \$1,116 benefits for 3 years</p>	<p>\$25,524 \$3,348</p>	<p>1000-1999 3000-3999</p>
<p>Additional collaboration time monthly for all teachers to work further implement the data team process: 4 subs X 3 days X 8 times/year = \$11,520 salary and \$1,500 benefits per year for all 3 years</p>	<p>\$34,560 \$4,500</p>	<p>1000-1999 3000-3999</p>
<p><u>Components to Support Instruction and Student Learning During the School Day:</u></p>		
<p>The MacQuiddy needs assessment identified three key areas of support needed during the school day.</p>		
<ol style="list-style-type: none"> 1. First, teachers needed more collaboration time to practice the new strategies they were learning, plan appropriate instruction using those strategies, and ensure their consistent use within each grade level. 2. Second, teachers needed additional teaching help to provide more individualized instruction during a critical portion of the English language arts block, (Tier 1 support in RtI²). 3. Third, parents needed more training and support in order to more effectively reinforce what students have learned at home and serve as effective volunteers in the classroom. 		
<p><u>Grade level collaboration time:</u></p>		
<p>In order to implement the new strategies, teachers at MacQuiddy indicated that they needed time to practice what they have learned, coach/observe one another, and plan collaboratively for instruction. To facilitate grade level collaboration around new learning the implementation plan includes grade level collaborative planning time built into the schedule.</p>		
<p>Each grade level will have an additional 30 minutes per day, four times per week, to further teacher</p>		

collaborate, examine student work, analyze data, etc. (Costs outlined below)

Differentiation in English Language Arts instruction:

Test scores and teacher surveys identified a strong need for more differentiated instruction during the English language arts block, including a need to provide accelerated instruction for those students in grades 3-5 who are more than 2 years below grade level standard and a need for early primary support at the kindergarten and 1st grade level. **Each grade level will have the help of additional teachers for 45-60 minutes of the English language arts teaching block.**

Parent training and support:

Both teachers and parents expressed a strong desire for more parent training to reinforce academic instruction in the home. Teachers and parents also expressed a desire for more trained volunteers to help in the classroom.

Additional training provided by a certificated parent liaison and classroom teachers at least 3 times/year for each grade level. (Costs outlined below)

- **Grade K-5 Reading Intervention Teacher (paid by site funds) Full time: \$65,813 salary, \$24,574 benefits/year for 3 years**

**\$197,439
\$73,722**

**1000-1999
3000-3999**

Supports English language arts instruction in kindergarten and first grade classes in the morning. In the afternoon, supports 2nd – 5th grades by providing additional support to individuals and small groups of students to increase their fluency and proficiency in language arts with a focus on literacy and writing.

- **Grade K-1 Reading Intervention Teacher (paid by grant funds) Full time: \$65,813 salary, \$24,574 benefits/year for 3 years**

**\$197,439
\$73,722**

**1000-1999
3000-3999**

Supports English language arts instruction in kindergarten and first grade classes in the morning. In the afternoon, supports 2nd – 5th grades by providing additional support to

<p>individuals and small groups of students to increase their fluency and proficiency in language arts with a focus on literacy and writing</p> <ul style="list-style-type: none"> • Teacher to plan and facilitate parent communication and training and teaching of second language learners Full time in year 1 and 2; half time in year 3 \$65,813 sal., \$24,574 benefits Year 1 and 2; \$32,907 sal., \$12,287 benefits in Year 3 Facilitates communication between parents and classroom teachers. Assists with translations as necessary. Develops and conducts parent training in how to reinforce student learning in key academic areas. Plans and conducts parent education nights in coordination with the school staff. 		
<p>Additional Instructional Time for Students: The instructional needs of our students require additional instructional time during the school day to support the instruction of English, academic language and background knowledge in all core subject areas. It is also critically important to build a stronger connection to the after school program in order to provide additional practice and support in key academic skills for those students who need it. (Tier II Intervention) and ensure that the instruction provided after school is directly tied to what students are learning during the school day.</p> <ul style="list-style-type: none"> • Full-Day Kindergarten: All kindergarten students will attend school for the full day. Kindergarten teachers will have additional help from the K-1st Reading Intervention teacher(s) for 60 min/day. Kindergarten teachers will receive training and support in strategies for teaching a full kindergarten day. Additional instructional time for kinder = 170 mins./day Training support for teachers: Monthly coaching provided by expert in the teaching of full-day kindergarten. Cost = \$300/day for 9 days = \$2,700 Year 1 \$300/day for 4 days = \$1,200 Year 2 	<p>\$164,533 \$61,435</p> <p>\$3,900</p>	<p>1000-1999 3000-3999</p> <p>5000-5999</p>

<p>1 additional paid day for 4 Kinder teachers: 6 hrs X 4 teachers = \$681 sal., \$90 benefits (Year 1 only)</p>	<p>\$681 \$90</p>	<p>1000-1999 3000-3999</p>
<p>• Additional collaboration time for all teachers: Teachers will be paid an additional 30 minutes per day, 4 days per week to facilitate collaboration and implementation of new training, 2 hours/week total 30 teachers 2 hours/week X 35 weeks = \$59,556 salary, \$7,812 benefits/year for 3 years</p> <p>• Elimination of additional recess time: For grades 1st-3rd the additional afternoon recess will be eliminated. Instead, during the afternoon students will receive instruction in physical education, science, social studies and the arts with an emphasis on active, hands-on activities that build background knowledge and academic language.</p> <p>Estimated additional instructional minutes for grades 1-3:</p> <ul style="list-style-type: none"> • Additional 5 minutes with reduction of the AM recess by 5 minutes. • Additional 5 minutes of recaptured instructional time after the end of lunch recess • Additional 10 minutes with elimination of afternoon recess <p>Total added instructional minutes grades 1-3 = 20 min/day</p> <p>Estimated additional instructional minutes for grades 4-5:</p> <ul style="list-style-type: none"> • Additional 5 minutes with reduction of the AM recess by 5 minutes. • Additional 10 minutes of recaptured instructional time after the end of lunch recess <p>Total added instructional minutes grades 4-5 = 10 min/day</p>	<p>\$178,668 \$23,436</p>	<p>1000-1999 3000-3999</p>

Materials and Supplies		
<p>Teachers identified a need for additional support materials in the district-adopted ELA curriculum, Houghton Mifflin, to support differentiated instruction, the acquisition of academic language and content, and the building of background knowledge.</p>		
<ul style="list-style-type: none"> • Leveled Readers • Leveled Novel sets <p>Purchase in Year 1 only</p>	\$10,000	4000-4999
<p>Purchase support materials that are designed to support English learners who are 2 years or more below grade level to accelerate learning.</p>		
<ul style="list-style-type: none"> • Reach by National Geographic/Hampton Brown levels C, D and E for intensive support of English learners in reading in grades 3-6. Cost: Level C for 20 students including Reach Into Phonics Kit = \$4,391 Two Level D for 20 students = \$6,261 Level E for 20 students = \$3,130 Total Cost = \$13,782 (Year 1 only) 	\$13,782	4000-4999
Technology Support:		
<p>Teachers identified a need for more support in the use of technology to enhance instruction. Teachers need training on the use of interactive white boards and the use of web-based instruction to build background knowledge, make learning comprehensible and actively engage students. Currently at MacQuiddy 3rd, 4th and 5th grade teachers have access to this technology and the school has a .5 FTE Computer Support Technician technology support.</p>		
<ul style="list-style-type: none"> • Purchase additional interactive white boards to ensure that all classroom teachers have this technology for use in the classroom 		
<ul style="list-style-type: none"> • Year 1: 6 interactive white boards @ \$4,950 10 Replacement bulbs @ \$275 = Year 2: 3 interactive white boards @ \$4,950 10 Replacement bulbs @ \$275 = Year 3: 3 interactive white boards @ \$4,950 	\$59,400 \$5,500	4000-4999 4000-4999
<p>Purchase additional MacBook laptop computers to support interactive white</p>		

boards		
Year 1: 8 MacBooks, 13" @ \$1,334.54 ea. 12 Docking stations @ \$191.63 ea.		
Year 2: 4 MacBooks, 13" @ \$1,334.54 ea 10 Docking stations \$191.63 ea	\$21,353	4000-4999
Year 3: 4 MacBooks, 13" \$1,334.54 ea	\$4,216	4000-4999
 An additional .5 Site Computer Technician to support all technology at the school site =	\$60,000	2000-2999
\$20,000 salary, \$15,000 benefits/year for 3 yrs	\$45,000	3000-3999
<ul style="list-style-type: none"> MacQuiddy utilizes the Accelerated Reader literacy program with all 1st-5th grade students to promote literacy and engage students in reading. A school library is stocked with books to support the AR program, but classrooms also need new books at student levels. <ul style="list-style-type: none"> Purchase books for each classroom to support AR Purchased in Year 1 only 	\$10,000	4000-4999
Continuation of programs in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community volunteer opportunities for students.	\$0	

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).
- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Pajaro Valley Unified District (Certification includes all 3 applicants) School Sites

294 Green Valley Road

Watsonville, CA 95076

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

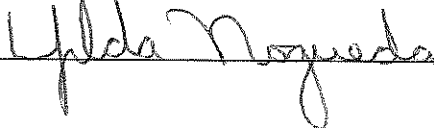
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Pajaro Valley Unified School District

Name of Program: School Improvement Grant (SIG)

Printed Name and Title of Authorized Representative: Yida Noguera, Assistant Superintendent

Signature:  Date: 5/27/10

CDE-100DF (May-2007) - California Department of Education

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Pajaro Valley Unified School District

Name of Program: School Improvement Grant (SIG)

Printed Name and Title of Authorized Representative: Ylda Noguera, Assistant Superintendent

Signature: Ylda Noguera Date: 5/27/10

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, *without modification*, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: Pajaro Valley Unified School District

Name of Program: School Improvement Grant (SIG)

Printed Name and Title of Authorized Representative: Ylda Noguera, Assistant Superintendent

Signature: Ylda Noguera Date: 5/27/10

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

SIG Form 7–Sub-grant Conditions and Assurances (page 1 of 3)

Sub-grant Conditions and Assurances

As a condition of the receipt of funds under this sub-grant program, the applicant agrees to comply with the following Sub-grant Conditions and Assurances:

1. Use its SIG to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements of SIG;
2. Establish challenging annual goals for student achievement on the state's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the CDE the school-level data as described in this RFA.
5. The applicant will ensure that the identified strategies and related activities are incorporated in the revised LEA Plan and Single Plan for Student Achievement.
6. The applicant will follow all fiscal reporting and auditing standards required by the CDE.
7. The applicant will participate in a statewide evaluation process as determined by the SEA and provide all required information on a timely basis.
8. The applicant will respond to any additional surveys or other methods of data collection that may be required for the full sub-grant period.
9. The applicant will use funds only for allowable costs during the sub-grant period.
10. The application will include all required forms signed by the LEA Superintendent or designee.
11. The applicant will use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort (20 USC § 8891).

SIG Form 7–Sub-grant Conditions and Assurances (page 2 of 3)

12. The applicant hereby expresses its full understanding that not meeting all SIG requirements will result in the termination of SIG funding.
13. The applicant will ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used **only** in the school(s) identified in the LEA's AO-400 sub-grant award letter.
14. All audits of financial statements will be conducted in accordance with Government Auditing Standards (GAS) and with policies, procedures, and guidelines established by the Education Department General Administrative Regulations (EDGAR), Single Audit Act Amendments, and OMB Circular A-133.
15. The applicant will ensure that expenditures are consistent with the federal Education Department Guidelines Administrative Regulations (EDGAR) under Title 34 Education. <http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html> (Outside Source)
16. The applicant agrees that the SEA has the right to intervene, renegotiate the sub-grant, and/or cancel the sub-grant if the sub-grant recipient fails to comply with sub-grant requirements.
17. The applicant will cooperate with any site visitations conducted by representatives of the state or regional consortia for the purpose of monitoring sub-grant implementation and expenditures, and will provide all requested documentation to the SEA personnel in a timely manner.
18. The applicant will repay any funds which have been determined through a federal or state audit resolution process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or state government.
19. The applicant will administer the activities funded by this sub-grant in such a manner so as to be consistent with California's adopted academic content standards.
20. The applicant will obligate all sub-grant funds by the end date of the sub-grant award period or re-pay any funding received, but not obligated, as well as any interest earned over one-hundred dollars on the funds.
21. The applicant will maintain fiscal procedures to minimize the time elapsing between the transfer of the funds from the CDE and disbursement.

SIG Form 7–Sub-grant Conditions and Assurances (page 3 of 3)

22. The applicant will comply with the reporting requirements and submit any required report forms by the due dates specified.

I hereby certify that the agency identified below will comply with all sub-grant conditions and assurances described in items 1 through 22 above.

Agency Name:	Pajaro Valley Unfied School Distict
Authorized Executive:	Ylda Nogueta
Signature of Authorized Executive	<i>Ylda Nogueta</i>

SIG Form 8–Waivers Requested

Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

Note: If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☐ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

SIG Form 9–Schools to Be Served

Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Calabasas Elementary	6049670	062949004539	X						X			1,487,892
Hall District Elementary	6049712	062949004543	X						X			1,500,236
T.S. MacQuiddy Elementary	6049803	062949004552	X						X			1,463,269

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Calabasas Elementary Tier: ϕ or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>1.0</u> LEA <u>3.4 Teachers, .5 Classified</u> School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	District Initiatives (See Form 5A)					
RP	New principal hired in the fall of 2009 and has already begun many of the key initiatives in this grant application	July 2010	\$0	\$0	Human Resources Dept. Dept. of Elementary Education	Asst. Supt. of Elem Ed.
ES	Implement revised teacher evaluation plan based upon new revised CA standards for the teaching profession	Oct. 2010 – June 2013	\$0	\$0	Human Resources Dept.	Asst. Supt. of Human Resources
ES	Principal evaluation system was developed with West Ed in 2005. Currently working with					

	West Ed to update and revise this system					
IRR, RPR	<p>Work with union leaders to transfer/reassign teachers who have not improved their professional practice</p> <p>Will work with union leadership to identify performance-based incentives for teachers. and achievement awards for schools.</p>	July 2010 – June 2013	\$0	\$0	District and union contract	Asst. Supt of HR
TA	District administration will continue to provide support for Tier I schools as described in the district Comprehensive Accountability Framework	July 2010 – June 2013	\$0	\$0	Dept. of Elementary Education; Curriculum Dept., Human Resources Dept. Comprehensive Accountability Framework	Asst. Supt. of Elem. Ed., School Imp. Coord., Dir. of Curric. Asst. Supt. of H.R.
TA	Hire School Improvement Coordinator to ensure compliance and implementation of all grant requirements, to monitor progress, and to maintain close communication with the school	Sept. 2010	\$0	\$117,000 (one third of cost for 3 years)	Human Resources Dept., Curriculum Dept. Dept. of Elementary Education	Asst, Supt. of HR, Asst. Supt. of Elem. Ed.
TA	Provide outside consultants to train teachers to implement	Sept. 2010 and	\$0	\$145,015 (one third of district	New Teacher Project	Asst. Supt. of Elem. Ed.

	changes in instructional program.	ongoing for 3 years Years 1, 2 and 3	\$0	cost for 3 yrs.) \$52,800 (one third of district cost)	Inquiry Consulting – Lori Van Houghton	
	School Initiatives (See form 5B)					
PD, SD, IP	Systematic ELD Training and Coaching: To ensure all teachers and administration are highly trained in appropriate leveled instruction of English	3 days training: Aug. 2010, Oct. 2010 and Jan 2011 3 half days of coaching Feb. 2010, Mar 2010, Apr. 2010	\$6,000 initial training \$3,000 coaching for 12 teachers who need training	\$0	-Ca. Reading and Literacy Project trainers -District teachers trained as coaches	Asst. Supt. of Elementary Education School Improvement Coordinator
PD, SD	Side by Side Planning Tool and strategies for frontloading academic vocabulary and forms and functions of English in ELA instruction	3 days training, 2 days coaching ½ staff Yr. 1; ½ staff Yr.	\$20,000 for 5 days of training and coaching	\$0	Sylvia Duque-Reyes, San Diego County Office of Education \$2,000/day includes travel expenses	Asst. Supt. of Elem. Ed. Director of Curriculum School Imp. Coordinator

		2				
PD	Training in use of Thinking Maps, graphic organizers to help students develop specific academic cognitive skills.	1 day training in Aug./Sept. 2010	\$0	\$0	District staff will conduct training	Assistant Supt. of Elem Ed. Dir. Of Curric. Sch. Imp. Coord.
PD	Project G.L.A.D. coaching: To support training that teachers have already had in developing the use of high-level academic language.	Review of key strategies and peer coaching each month for all 3 years	\$0	\$0	District staff will provide coaching and review of strategies	Asst. Supt. of Elem Ed., Dir. Of Curric. Sch. Imp. Coordinator
PD, SD, ILT,TA	Training in Response to Instruction and Intervention (RtI ²); the effective use of differentiation within the classroom training for teachers and administration including costs of subs for teachers	Training for grade level leaders in summer 2010; for all teachers in fall 2010. Ongoing coaching years 2 and 3	\$7,883 (Cost of subs for 3 years)	\$84,000 for training and follow up coaching for 3 years	Cara Bergen, outside consultant, will train each grade level to plan instruction. She will return for 1 observation and coaching days with each grade level	Asst. Supt. of Elem Ed. Sch. Imp. Coordinator Site Principal

IP, SD, TA	Data Teams Training: Teachers and administration will continue to build skills in the data team process and in the implementation of the inquiry cycle.	Training and coaching in yr 1, coaching only in yr 2 and 3	\$3,564 (6 subs 3X/year) for gr. lvl. Leaders and subs for site visits by trainer Yr. 1 only	\$57,000 (one third of district cost)	Laura Besser, Outside consultant from Leadership and Learning will provide training	Asst. Supt. of Elem. Ed. Dir. of Curric. Sch. Impr. Coord., Site Principal
SD, OF	Additional paid time for site administration to develop tools for data collection and monitoring	All three years of the grant	\$14,937	\$0		Asst. Supt. of Elem. Ed.
SD, OF	Additional 5 hours/month for grade level leaders to prepare for grade level data team meetings	All three years of the grant	\$28,872	\$0		Site Principal
PD, OF	Additional paid time for teachers: two hours every two weeks after work hours for trainings and coaching sessions listed above.	20 sessions in Yr. 1, 10 sess. in Yr. 2, 5 sess. in Yr.3	\$56,146	\$0		Site Principal
PD, IP, ILT, OF	Coaching and extra paid days to support implementation of a full-day kindergarten	9 days coaching in Yr. 1, 4 days in Yr. 2 Extra paid day for	\$4,671	\$0	To be provided by Ann Heston, retired full-day kindergarten teacher and coach	Site Principal

		Kinder teachers Yr. 1				
ILT, IP, OF	Two additional reading intervention teachers to support reading instruction and differentiation at all grade levels K-6.	All three years of grant	\$271,161 for one reading teacher	\$0	Additional intervention reading teacher paid by site funds.	Site Principal
FCE	Parent support provided by teacher who facilitates parent communication & plans, conducts parent training	Full time in Yr. 1 and 2, Half time in yr. 3	\$225,968	\$0		Site Principal
FCE	District parent coordinator will provide support to each school to increase parent involvement and engagement to support increased student learning	Full time in Yr. 1, 2 and 3	\$0	\$0	Teacher on special assignment at district office	Director of Curriculum, Sch. Impr. Coordinator
PD, RPR, SD, OF	Part-time content area teachers with specialized skills to teach physical education, social studies, science and/or the arts to students while classroom teachers meet for grade level collaboration	Year 1 and 2 grant pays for two .5 teachers and two .2 teachers. In year 3 grant pays	\$343,473 for two .5 teachers plus two .2 teachers	\$0	Additional \$57,000 for .6 physical education teacher for gr. 2-6 paid by district funds Additional \$18,000 for .2 art or science teacher for grades 2-6 paid by district and site funds	Site Principal

		only for two .5 teachers				
ILT, OF	Additional Instructional time for students: -Elimination of additional afternoon recess grades 1-3 = 15 min/day -Play First, Eat Second lunch for all grades = 15 min/day	Beginnin g Aug. 2010 and continuin g for full year	\$0	\$0	\$5,000 for Additional safety support supervisor for lunch paid by site funds	Site Principal
ILT, OF	Additional 30min/day paid to 1 st -6 th gr teachers to provide additional support for students as they transition to after school program and assist the after school teacher in planning appropriate after school academic instruction that reinforces what was taught during the school day.	Paid by grant in Year 1 and 2. Paid by after school program in Year 3	\$202,114	\$0	Will use site and after school funding to cover this expense in Year 3	Site Principal
IP, PD, SD, TA	Purchase additional support materials in the adopted ELA core curriculum, Houghton Mifflin to support differentiated instruction for targeted subgroups, the acquisition of academic language and	Summer 2010 Year 1 only	\$10,000	\$0	Leveled Readers for all grade levels and HM novel sets for grades 4-6 Professional development in use to be provided by Cara Bergen	District Language Arts Coordinator Director of Curriculum

	content and the building of background knowledge.					
IP, PD, SD	Purchase the supplemental acceleration curriculum for English Language Learner subgroup, <i>Reach</i> , by National Geographic-Hampton Brown for use in Tier 3 intervention	Summer 2010 Initial purchase in Yr. 1. Additional in Yr. 2	\$18,782	\$0	Levels C, D, and E for 40 students in grades 4-6 Professional development on use of materials	District Language Arts Coordinator, Director of Curriculum
ILT, SD, PD	Purchase additional interactive white boards and support materials to enhance instruction, build background knowledge and actively engage students	6 in Yr. 1, 3 in Yrs 2 and 3.	\$64,900	\$0	Ongoing training and support for teachers included in price and provided by vendor	Site Principal and District Director of Technology
ILT, SD	Purchase additional laptop computers and docking stations to support use of interactive white boards.	8 in Yr. 1 and 4 in Yrs. 2 and 3	\$25,952	\$0		Site Principal
PD, SD, OF	.5 site computer technician to support tech-based instruction in the computer lab and in the classroom	All three years.	\$105,000	\$0		Site Principal and Director of Tech.
IP	Purchase additional books for classroom libraries. Books to be leveled and organized for AR.	Year 1 only	\$10,000	\$0		Site Principal Language Arts Coord.
FCE	Continuation of programs	Continue	\$0	\$0	Additional support from	Principal

	in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community volunteer opportunities for students.	program s already begun in district			Pajaro Valley Prevention and Student Assistance and Family Literacy Funds	All teachers
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SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Hall District Elementary Tier: <input type="radio"/> I or <input checked="" type="radio"/> II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>1.0</u> LEA <u>3.0</u> Certificated School Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	District Initiatives (See Form 5A)					
RP	New principal hired in the fall of 2008 and has already begun many of the key initiatives in this grant application	July 2010	\$0	\$0	Human Resources Dept. Dept. of Elementary Education	Asst. Supt. of Elem Ed.
ES	Implement revised teacher evaluation plan based upon new revised CA standards for the teaching profession	Oct. 2010 – June 2013	\$0	\$0	Human Resources Dept.	Asst. Supt. of Human Resources
ES	Principal evaluation system was developed with West Ed in 2005.					

	Currently working with West Ed to update and revise this system					
IRR, RPR	<p>Work with union leaders to transfer/reassign teachers who have not improved their professional practice</p> <p>Will work with union leadership to identify performance-based incentives for teachers. and achievement awards for schools.</p>	July 2010 – June 2013	\$0	\$0	District and union contract	Asst. Supt of HR
TA	District administration will continue to provide support for Tier I schools as described in the district Comprehensive Accountability Framework	July 2010 – June 2013	\$0	\$0	Dept. of Elementary Education; Curriculum Dept., Human Resources Dept. Comprehensive Accountability Framework	Asst. Supt. of Elem. Ed., School Imp. Coord., Dir. of Curric. Asst. Supt. of H.R.
TA	Hire School Improvement Coordinator to ensure compliance and implementation of all grant requirements, to monitor progress, and to maintain close communication with the school	Sept. 2010	\$0	\$117,000 (one third of cost for 3 years)	Human Resources Dept., Curriculum Dept. Dept. of Elementary Education	Asst, Supt. of HR, Asst. Supt. of Elem. Ed.
TA	Provide outside consultants to train	Sept. 2010 for	\$0	\$145,015 (one third	New Teacher Project	Asst. Supt. of Elem. Ed.

	teachers to implement changes in instructional program.	all 3 years of grant Year 1, 2 and 3	\$0	of district cost) 52,800 (one third of district cost)	Inquiry Consulting – Lori Van Houghton	
	School Initiatives (See Form 5B)					
PD, SD, IP	Systematic ELD Training and Coaching: To ensure all teachers are highly trained in appropriate leveled instruction of English	3 days training: Aug. 2010, Oct. 2010 and Jan 2011 3 half days of coaching Feb. 2010, Mar 2010, Apr. 2010	\$12,500 initial training \$3,000 coaching for 24 teachers who need training	\$0	-Ca. Reading and Literacy Project trainers -District teachers trained as coaches	Asst. Supt. of Elementary Education, School Improvement Coordinator, Director of Curriculum
PD, SD	Side by Side Planning Tool and strategies for frontloading academic vocabulary and forms and functions of English in ELA instruction	3 days training and 2 days coaching in year 2	\$10,000 for 6 days of trainer	\$0	Sylvia Duque-Reyes, San Diego County Office of Education \$2,000/day includes travel expenses	Asst. Supt. of Elementary Education, Dir. of Curric., Sch. Imp. Coord.

PD	Project G.L.A.D. coaching: To support training that teachers have already had in developing the use of high-level academic language.	Review of key strategies and peer coaching each month for all 3 years	\$0	\$0	District staff will provide coaching and review of strategies	Asst. Supt. of Elem Ed. Sch. Impr. Coord.
PD, SD, IP, ILT, TA	Training in Response to Instruction and Intervention (RtI ²); the effective use of differentiation within the classroom including cost for subs for teachers.	Training for grade level leaders in summer 2010; for all teachers in fall 2010. Ongoing coaching in yrs 2 and 3	\$7,221 (cost for subs)	\$84,000 for training and follow up coaching for 3 years	Cara Bergen, outside consultant, will train each grade level to plan instruction. She will return for 3 observation and coaching days with each grade level	Asst. Supt. of Elem Ed. Site Principal, Sch. Impr. Coord.
PD, SD, IP	Data Teams Training: Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle.	Training and coaching in yr 1, Coaching only in yrs 2 and 3	\$3,564 (6 subs 3X/year) for gr. lvl. Leaders and subs for site visits by	\$57,000 (one third of district cost)	Laura Besser, Outside consultant from Leadership and Learning will provide training	Asst. Supt. of Elem. Ed., Site Principal, Dir. of Curr., Sch. Impr. Coord.

			trainer Year 1 only			
SD, OF, PD	Additional paid time for site administration to develop tools for data collection and monitoring	All three years of the grant	\$14,409	\$0		Asst. Supt. of Elem. Ed.
PD, SD	Additional 5 hours/month for grade level leaders to prepare for grade level data team meetings	All three years of the grant	\$28,872	\$0		Site Principal
PD	Additional paid time for teachers: two hours every two weeks after work hours for trainings and coaching sessions listed above.	20 sessions in Yr. 1, 10 sess. in Yr. 2, 5 sess. in Yr.3	\$56,146	\$0		Site Principal
PD, ILT, IP, OF	Coaching and extra paid days to support implementation of a full-day kindergarten Additional minutes for kindergarten = 190minutes/day	9 days coaching in Yr. 1, 4 days in Yr. 2 Extra paid day for Kinder teachers Yr. 1	\$4,671	\$0	To be provided by Ann Heston, retired full-day kindergarten teacher and coach	Site Principal
PD, SD, OF	Grade level collaboration time: Time for teachers to provide peer coaching, support in the	Beginnin g in Aug. 2010 and	Costs outlined below	0		Site Principal

	implementation of new training. Time for grade level data team meetings.	continuing 4 days/week M,T,Th,F through end of 2010-11 yr.				
ILT	Differentiation of instruction during the English Language Arts (ELA) and support RTI. Two additional reading intervention teachers to support reading instruction & differentiation at all grade levels K-6.	All 3 years	\$542,322 2.0 FTE reading teachers	\$0	One additional intervention reading teacher paid by site funds.	Site Principal
FCE	Parent support provided by teacher who facilitates parent communication & plans, conducts parent training	Full time in Yr. 1 and 2, Half time in yr. 3	\$225,968	\$0		Site Principal
FCE	District parent coordinator will provide support to each school to increase parent involvement and engagement to support increased student learning	Full time in Yr. 1, 2 and 3	\$0	\$0	Teacher on special assignment at district office	Director of Curriculum, Sch. Impr. Coordinator
ILT	Additional Instructional time for students:	Beginning Aug.	\$0	\$0	\$5,000 for Additional yard duty supervisor	Site Principal

	-Elimination of additional afternoon recess grades 1-3 = 15 min/day -Play First, Eat Second lunch for all grades = 15 min/day	2010 and continuing for full year			for lunch paid by site funds	
ILT, OF	Additional 30min/day paid to 1 st -5 th gr teachers to provide additional support for students as they transition to after school program and assist the after school teacher in planning appropriate after school academic instruction that reinforces what was taught during the school day.	Paid by grant in Year 1 and 2. Paid by after school program in Year 3	\$202,114	\$0		Site Principal
IP, SD, PD, TA	Purchase additional support materials in the adopted ELA core curriculum, Houghton Mifflin to support differentiated instruction, the acquisition of academic language and content and the building of background knowledge.	Summer 2010 Year 1 only	\$10,000	\$0	Leveled Readers for all grade levels and HM novel sets for grades 4-6 Professional development in use to be provided by Cara Bergen	District Language Arts Coordinator, Dir. of Curric.
IP, PD, SD	Purchase the supplemental acceleration curriculum for English	Summer 2010 Initial	\$13,782	\$0	Levels C, D, and E for 40 students in grades 4-6	District Language Arts

	Language Learner subgroup, <i>Reach</i> , by National Geographic-Hampton Brown for use in Tier 3 intervention	purchase in Yr. 1. Additional in Yr. 2			Professional development on use of materials	Coordinator
ILT, SD, PD	Purchase laptop computers and docking stations to support use of interactive white boards	8 comp. Yr. 1, 4 Yr. 2/3; 8 dock. Sta. Yr. 1 & 8 yr. 2	\$20,567	\$0		Site Principal and District Director of Technology
ILT, SD, PD	Purchase additional interactive white boards and support materials to enhance instruction, build background knowledge and actively engage students.	6 in Yr. 1, 3 in Yrs 2 and 3.	\$64,900	\$0	Ongoing training and support for teachers included in price and provided by vendor	Site Principal and District Director of Technology
SD, PD, OF	.5 site computer technician to support tech-based instruction in the computer lab and in the classroom	All 3 years	\$105,000	\$0	.	Site Principal and Director of Tech.
ILT	Purchase voice enhancement software to add amplification to teacher voice and help build student engagement	4 units Year 1 only	\$16,000	0		Site Principal and Director of Tech.
IP	Purchase additional books for classroom libraries. Books to be leveled and organized for	Year 1 only	\$10,000	\$0		Site Principal Language Arts Coord.

	AR.					
FCE	Continuation of programs in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community volunteer opportunities for students.	Continue programs already begun in district	\$0	\$0	Additional support from Pajaro Valley Prevention and Student Assistance and Family Literacy Funds	Principal All teachers

SIG Form 10–Implementation Chart for a Tier I or Tier II School

Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: T.S. MacQuiddy Elementary Tier: ϕ or II (circle one)						
Intervention Model: <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input checked="" type="checkbox"/> Transformation						
Total FTE required: <u>1.0</u> LEA <u>3.1</u> Certificated, <u>.5</u> Classified School _____ Other _____						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
	District Initiatives (See form 5A)					
RP	New principal hired in the June, 2010 to work on implementing the key initiatives in this grant application	July 2010	\$0	\$0	Human Resources Dept. Dept. of Elementary Education	Asst. Supt. of Elem Ed.
ES	Implement revised teacher evaluation plan based upon new revised CA standards for the teaching profession	Oct. 2010 – June 2013	\$0	\$0	Human Resources Dept.	Asst. Supt. of Human Resources
ES	Principal evaluation system was developed with West Ed in 2005. Currently working with					

	West Ed to update and revise this system					
IRR, RPR	<p>Work with union leaders to transfer/reassign teachers who have not improved their professional practice</p> <p>Will work with union leadership to identify performance-based incentives for teachers. and achievement awards for schools.</p>	July 2010 – June 2013	\$0	\$0	District and union contract	Asst. Supt of HR
TA	District administration will continue to provide support for Tier I schools as described in the district Comprehensive Accountability Framework	July 2010 – June 2013	\$0	\$0	Dept. of Elementary Education; Curriculum Dept., Human Resources Dept. Comprehensive Accountability Framework	Asst. Supt. of Elem. Ed., School Imp. Coord., Dir. of Curric. Asst. Supt. of H.R.
TA	Hire School Improvement Coordinator to ensure compliance and implementation of all grant requirements, to monitor progress, and to maintain close communication with the school	Sept. 2010	\$0	\$117,000 (one third of cost for 3 years)	Human Resources Dept., Curriculum Dept. Dept. of Elementary Education	Asst, Supt. of HR, Asst. Supt. of Elem. Ed.
TA	Provide outside consultants to train teachers to implement	Sept. 2010 and	\$0	\$145,015 (one third of district	New Teacher Project	Asst. Supt. of Elem. Ed.

	changes in instructional program.	ongoing for 3 years Year 1, 2 and 3	\$0	cost for 3 yrs.) \$52,800 (one third of district cost)	Inquiry Consulting – Lori Van Houghton	
	School Initiatives (See form 5B)					
PD, SD, IP	Systematic ELD Training and Coaching: To ensure all teachers are highly trained in the use of appropriate leveled instruction of English for 30 teachers	3 days training: Aug. 2010, Oct. 2010 and Jan 2011 3 half days of coaching Feb. 2010, Mar 2010, Apr. 2010 Year 1	\$15,000 initial training \$3,000 coaching for 12 teachers who need training	\$0	-Ca. Reading and Literacy Project trainers -District teachers trained as coaches	Asst. Supt. of Elementary Education, School Improvement Coordinator, Director of Curriculum
PD, SD	<i>Side-by-Side</i> Planning Tool and strategies for frontloading academic vocabulary and forms and functions of English in ELA instruction	3 days training and 2 days coaching in Year 2	\$10,000 for 5 days of training and coaching	\$0	Sylvia Duque-Reyes, San Diego County Office of Education \$2,000/day includes travel expenses	Asst. Supt. of Elementary Education, Dir. of Curric., Sch.

						Impr. Coord.
PD	Training in use of <i>Thinking Maps</i> , graphic organizers to help students develop specific academic cognitive skills.	1 day training in Aug./Sept. 2010	\$0	\$0	District staff will conduct training	Assistant Supt. of Elem Ed.
PD	Project G.L.A.D. coaching: To support training that teachers have already had in developing the use of high-level academic language.	Review of key strategies and peer coaching each month for all 3 years	\$0	\$0	District staff will provide coaching and review of strategies	Asst. Supt. of Elem Ed. Site Principal, Sch. Impr. Coord.
PD, IP, ILT	Training in <i>Response to Instruction and Intervention</i> (RtI ²); the effective use of differentiation within the classroom including cost for subs for teachers	Training for grade level leaders in summer 2010; for all teachers in fall 2010. Ongoing coaching only in years 2 and 3	\$7,221 (cost for subs)	\$84,000 for training and follow up coaching for 3 years	Cara Bergen, outside consultant, will train each grade level to plan instruction. She will return for 3 observation and coaching days with each grade level	Asst. Supt. of Elem. Ed. Site Principal

PD, IP, SD	Data Teams Training: Teachers will continue to build skills in the data team process and in the implementation of the inquiry cycle.	Training and coaching in yr 1. Coaching only in yr 2 and 3	\$3,564 (6 subs 3X/year for gr.lvl. Leaders and subs for site visits by training	\$57,000 (one third of district cost)	Laura Besser, outside consultant from the <i>Leadership and Learning</i> Center will provide training	Asst. Supt. of Elem. Ed., Site Principal, Dir. of Curric. , Sch. Impr. Coord.
SD, OF	Additional paid time for site administration to develop tools for data collection and monitoring	All three years of the grant	\$15,387	\$0		Asst. Supt. of Elem. Ed.
SD, OF	Additional 5 hours/month for grade level leaders to prepare for grade level data team meetings	All three years	\$28,872	\$0		Site Principal
SD, OF	Additional collaboration time monthly for all teachers to work further implement the data team process	All three years	\$39,060	\$0		Site Principal
PD, SD	Additional paid time for teachers: two hours every two weeks after work hours for trainings and coaching sessions listed above.	20 sessions in Yr. 1, 10 sess. in Yr. 2, 5 sess. in Yr.3	\$67,368	\$0		Site Principal
ILT, IP, OF	Two additional reading intervention teachers to support reading and differentiation of	All 3 years of grant	\$542,322 2.0 FTE reading teachers	0	One additional intervention reading teacher paid for by site funds.	Site Principal

	instruction at all grade levels K-5.					
FCE	Parent support provided by teacher who facilitates parent communication, plans and conducts parent training, and participates in parent advisory meetings [SSC, ELAC & Migrant].	Full time in Yr. 1 and 2; Half time in Yr. 3	\$225,968 for 1.0 FTE teacher	0		Site Principal
FCE	District parent coordinator will provide support to each school to increase parent involvement and engagement to support increased student learning	Full time in Yr. 1, 2 and 3	\$0	\$0	Teacher on special assignment at district office	Director of Curriculum, Sch. Impr. Coordinator
PD, IP, ILT, OF	Coaching and extra paid days to support implementation of a full-day kindergarten Additional 120 minutes/day to extend kindergarten to full day	9 days coaching in Yr. 1, 4 days in Yr. 2 Extra paid day for Kinder teachers Yr. 1	\$4,671	0	To be provided by Ann Heston, retired full-day kindergarten teacher and coach	Site Principal
ILT, OF	Additional Instructional time for students for 1 st -5 th grades: - Shorten AM recess by 5 min/day	Beginning Aug 2010 and continue	\$0	0	\$5,500 for additional safety supervisor for lunch paid by site funds	Site Principal

	<ul style="list-style-type: none"> - <i>Play First, Eat Second</i> lunch for 1st-5th grades = 5 min/day - Elimination of PM recess grades 1-3 = 10 min/day 	g for all three yrs.				
PD, SD, OF	Additional 30 min/day 4 days/week paid to Kinder-5 th grade teachers to provide additional time for them to meet and collaboratively plan for instruction, examine student work (including Data Team process) and coordinate their instruction with each other.	All three years	\$202,104 (\$64.00 per week for 26 teachers for 35 weeks)	0		Site Principal
IP, SD, PD, TA	Purchase additional support materials in the adopted ELA core curriculum, Houghton Mifflin to support differentiated instruction, the acquisition of academic language and content and the building of background knowledge.	Summer 2010 only	\$10,000		Leveled Readers for all grade levels and HM novel sets for grades 4-5	District Language Arts Coordinator
IP, SD, PD	Purchase the supplemental acceleration curriculum for English Language Learners subgroup, <i>Reach</i> , by National Geographic-	Summer 2010 initial purchase Yr. 1 Addition	\$13,782		Levels C, D, and E for 40 students in grades 3 rd -5 th	District Language Arts Coordinator

	Hampton Brown for use in Tier 3 intervention for 3 rd -5 th grades.	al in Yr. 2				
ILT, PD, SD	Purchase additional interactive white boards and support materials to enhance instruction, build back-ground knowledge and actively engage students. .	6 in Yr. 1, 3 in Yrs 2 and 3.	\$17,000		Ongoing training and support for teachers included in price and provided by vendor	Site Principal and District Director of Technology
ILT, SD	Purchase additional laptop computers and docking stations to support use of interactive white boards.	8 in Yr. 1 and 4 in Yrs. 2 and 3	\$25,952	0		Site Principal
PD, SD, OF	.50 FTE Site Computer Support Tech. to support tech-based instruction in the computer labs and in the classroom.	All 3 years	\$105,000		.50 FTE Site Computer Support Tech. paid by site (combining = 1.0 FTE total)	Site Principal and Director of Tech.
IP	Purchase additional books for classroom libraries. Books to be leveled and organized for AR.	Year 1 only	\$10,000	\$0		Site Principal Language Arts Coord.
FCE	Continuation of programs in safe school environments including anti-bullying/harassment, positive behavior, performance and attendance incentive programs, community	Continue programs already begun in district	\$0	\$0	Additional support from Pajaro Valley Prevention and Student Assistance and Family Literacy Funds	All teachers and admin

	volunteer opportunities for students.					
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SIG Form 11–Implementation Chart for a Tier III School, (if applicable)

Implementation Chart for a Tier III School

Complete this form for each Tier III school the LEA commits to serve. Identify the services the school will receive or the activities the school will implement. If the LEA is opting to implement one of the four intervention models, indicate which model will be selected. If the LEA has opted to implement other services or activities, provide a brief description at the top of the chart where indicated.

[illegible]

SUPPORTING DOCUMENTS

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Calabasas Elementary
A Standards-based School
School Site Council
March 16, 2010
5:15-6:30

1.0	Welcome/Introductions <i>Bienvenidos/Introducciones</i>	All	2 minutes
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2.0	Assign Meeting Roles/ <i>Asignar trabajos</i> <i>Facilitator:</i> <i>Recorder/Toma Notas:</i> <i>Timekeeper/Toma Tiempo:</i> <i>Reflector:</i>	Terry	1 Minute
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Voting Members/*Miembros Votantes*

President/*Presidente*: Ramon Zacarias

Zone Representative/*Representative de la zona*: Jorge Vazquez

Secretary/*Secretaria*: Lorena Gonzalez

Parent Representative/*Padre Representante*: Fred Montalvo

Parent Representative/*Padre Representante*: Marisa Manriquez

Teacher Representative/*Maestra Representante*: Jan Moran

Teacher Representative/*Maestra Representante*: Charmayne McKee

Teacher Representative/*Maestro Representante*: Alex Garcia

Administrators/*Directores*: Terry Eastman and Todd Westfall

The individuals listed above are the official voting members of the Calabasas School Site Council. *Las personas mencionadas arriba son oficialmente los miembros votantes del Concilio Sito de Calabasas.*

Community members are always welcome to attend and encouraged to participate in decision-making processes that will improve our school. *Los miembros de la comunidad siempre son bienvenidos a participar en el proceso de tomar decisiones que mejorán nuestra escuela.*

3.0	Approval of Minutes	President	5 minutes
4.0	Updates on School Events <ul style="list-style-type: none"> • Attendance Incentives • Reading and Math Incentives 	Terry/Todd	10 minutes
5.0	Persistently Low Achieving Status <ul style="list-style-type: none"> • What it means 	Whole Group	40 minutes

- Options
- Questions and Concerns

- 6.0 Round Table Announcements All 5 minutes
Anuncios alrededor de la mesa
- 7.0 Next School Site Council Meeting All 5 minutes
Próxima junta del concilio sitio escolar
Tuesday, April 20th 5:15 – 6:30 p.m.
- 10.0 Site Council Meeting Dates for 09-10/*Fechas del concilio sitio escolar de 09-10*
Tuesday, October 20th
Tuesday, November 17th (Site Council Training)
Tuesday, December 15th
Tuesday, February 16th
Tuesday, March 16th
Tuesday, April 20th
Tuesday, May 18th
- 11.0 Reflection/*Relección de la junta*
1 minute

Meeting adjourned

Thank you for your hard work, collaboration and conscientious effort to make Calabasas Elementary School the best it can be!

Muchas Gracias por su apoyo, colaboración, y esfuerzo para establecer a Calabasas ser lo mejor escuela que pueda ser.

**Calabasas Elementary School
Site Council Minutes
March 16, 2010**

In attendance: Todd Westfall, Terry Eastman, Jorge Vazquez, Marisela Baron, Blanca Sanchez, Diana Alvarez, Carina Sanchez-Alfaro, Ylda Nogueta, Charmayne McKee, Marisa Manriquez, Ramon Zacarias, Alex Garcia, Dorma Baker

Questions, Concerns and Ideas about PLAS status

Two main choices: Turn-Around Model or Transformation Model

Federal government grant funds between 50,000 and 2,000,000

-Do we have to choose one of the 4 options? Yes

-What can the community do to come together and help in the transformation model?

-Parents see that the teachers need help—people as well as \$\$

-Focus on helping staff stay here rather than changing again

-What support could we request in the grant?

-The new principal is staying

-Has someone from the State visited our school?

-How do we minimize interruptions? Are the students changing classes too much? Site should look at this.

-Teachers are doing the best they can.

-Are we making the best use of our time?

-Need to understand the demographics of our school community

-Each school can create the plan that best fits the school

-This can be an opportunity

-What about uniforms? Will that focus the students more? Parents decide. Parents enforce?

-Need to get more parent involvement. Very little here. School has tried but....

- Need more native Spanish speakers on staff.
- Parents are not working in the winter so what's the excuse?
- Staff is trying to do the best with what they have. Parents need to bridge the gap—give their time.
- Need to get our message out.
- Amazing and dedicated staff—hard to hear that we are underperforming.
- Is there any other money out there besides the grant?
- How can we reallocate resources?
- Has the district looked into reallocating resources to help these 3 schools?
- This is a time to think outside the box.

Agenda para la junta de los padres Migrantes y ELAC

El 16 de marzo del 2010, 6:30-8:30

Barbara Gomez , Leticia Quintana Ann May, Terry Eastman, Ylda Nogeda, Dorma Baker

Qué	Quien	Notas/Preguntas
Bienvenidos, cena, música, Formas Agenda y reglas para cuidado de los niños	Barbara (10 min)	
Rompehielos	Ann May	
Preguntas acerca de la designacion a Calabazas como "Bajo De Aprovechamiento"	Terry Eastman Ylda Nogeda	Barbara & Ann...Escribiran las preguntas y comentarios en cartelones.
ELAC -Opcion acerca de los programas	Ann May	
Reporte de DELAC	Sr. Martinez o Angelica	
Reporte del Programa Migrante	Sr. Martinez	
Evaluación	Barbara (10 min.)	
Rifa	Barbara(5min.)	

Anuncios:

Proximas juntas de literatura Infantil y ELAC

20 de abril-prevencion de pandillas

18 de Mayo-comunicación con los hijos/disciplina positiva

Proxima junta de PAC

2 de abril

4 de mayo

1 de junio

Vacaciones de Pascua

Questions and Concerns from Migrant/ELAC meeting on March 16, 2010

- Why don't they give Calabasas S.S?
- What changes have been made so far?
- Why isn't there summer school this year?
- In the last five years how much have they progressed?
- The parents are very important in the school life of their children. They need their parents support.
- How can parents help if they don't understand the homework?
- Why did the school numbers drop?
- Is transportation going to be cut?
- Can they give us more money for more teachers?
- Can they give us more money to lower class sizes?
- They should give priority to the lowest students in the school. (Migrant Program)
- 5th grade teachers aren't consistent with giving homework and the amount of homework that they give.
- Students don't finish their homework in the After School Program. They do improve when the teachers show interest in them.
- Parents can come and help in classrooms. Parents need to support teaches.
- It's hard for students when they don't have the same teacher all year round.
- Teaches come late.
- Teachers need to leave plans and homework for the substitutes.
- Students don't receive homework when they are ill.
- Kinder students know their routine.
- Inconsistent report cards. A parent was told that everything is going good but report cards say differently.
- A student's achievement depends on the parents. Parents need to participate!
- How are parents expected to help their child with homework if they don't know how to read or write in English?
- Why is Calabasas so low? Was because the principle changed? Lack of students...?
- Are their any funds for our school since Calabasas is "low"?
- What can we do? Can we send letters to the state?
- Suggestion: Next meeting we can make and send letters so that the state can take our opinion into account.
- My child was not accepted into Summer School because he/she isn't migrant. The extra help is for the Migrant students.
- What plans do other schools have/use?
- What can we (parents) do when to help student's progress?
- K-3 teachers aren't as demanding...
- Suggestion: Create a committee of parents to help students.
- The After School Program isn't helping the students.
- Our obligation as parents is to come and help out in the classrooms.

- It is harmful to students when teachers share a classroom.
- Students don't do anything when they have a substitute. They watch movies and receive any work.
- Students do well with certain teachers.
- Suggestion: Have more bilingual teachers.

Notes from March 23, 2010 Staff Meeting: Questions and Answers in conversation with Dorma Baker and Ylida Noguera

-What is the proposal? No decision yet on which proposal. We are not closing schools or creating charter schools. It is possible the state would allow a district charter, but that is a lengthy process. Other models include more training. Replace staff?? No one would be fired.

-Who will determine the model? We will gather input from staff, and parents. What is best for each school? Each school could have a different model.

-How much input from staff? You can't make up your own model. You must choose one of the four models.

-What funds are we trying to acquire? S.I.G. (School Improvement Grant) federal funds. We are waiting for the grant application. We must choose one of the 4 models and we must implement in 2010-11. Will know if we received the funding in the summer. The application is due on June 1st—approve mid July.

-Who has the ultimate decision-making power? The Board

-Comment on the SJUSD editorial about not applying for the grant... You must implement one of the models whether you apply for the funding or not. If you are receiving federal Title I funds, you must make changes. Some of the schools in SJUSD are not Title I schools.

-How much is the grant? It is not per student. It is calculated based upon the cost of the items in the grant. It is between 50,000 and 1,000,000. Ylida and Dorma will prepare the grant based upon input from the schools. It is an opportunity to say "If we had money, what would our school look like?"

-Are there any successful models that we could look at? The State can't tell us the answer to that question yet.

-Key question...How to get out of Program Improvement? We have examples in our own district. 3 schools reached "Safe Harbor"

-If our government is going to name schools...should monitor high stakes testing—make sure there is no cheating. Do they look at transiency? Our best students are leaving. Is our transiency rate higher than other schools?

-Any research into Calabasas specifically? The state needs to share the formula. Calabasas is not one of the worst.

-State legislation is the mandate to identify schools and insist on improvement—matched to federal guidelines. The models have to be followed—some latitude but must follow the models.

-Extended day but must reward (compensate) teachers—extend the day for all students.

-Can we get details on the remaining two models? CDE website cde@ca.gov State Board of Education minutes for March 18th and 19th

-How much input will staff have? Input or decide? Input at this time.

-What about increased parent involvement? Pay parents? Write into plan.

-How will we have the time to come up with a plan on such short notice? State will not budge on the funding deadline—will approve the amount of the funds based upon the strength of the plan. Grant is for 3 years. How do we modify as we go? Some things have to be in place at the start...personnel, hours of operation...others could be implemented later. Not many details from the state. Will get money—just don't know how much.

-Transformation model seems best to continue what we have already started.

-Francisco comment? Thanks for standing up. We have a contract that will remain in place. Union will demand to bargain any changes. Want to work with district to address concerns, consider your input. CFT believes this status is an attack on public education. Union will support P.L.A. should not be taken from us.

-Concern that an increase in class size and the number of combos will make it harder to succeed. District shares concerns. At least there is some funding associated with this status. QEIA schools will not have as much funding next year.

-Worried about losing students from more motivated families. Parents in our district already have the right to leave. The most has been only 15 students in the whole district. Parents are supportive of our school. Lost of positive success not related to test scores. We should read this in the paper also.

-Hope you will encourage the Board to use furlough money to keep teachers in classrooms. Right now furlough money has to balance the budget—hoping the state budget outlook will improve.

-We will come again if you like and will continue to update you as we get more information.

-What if our input is different than the plan? Will incorporate all good ideas.

Calabasas Elementary
A Standards-based School
School Site Council
April 20, 2010
5:15-6:30

1.0	Welcome/Introductions <i>Bienvenidos/Introducciones</i>	All	2 minutes
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2.0	Assign Meeting Roles/ <i>Asignar trabajos</i> Facilitator: Recorder/ <i>Toma Notas:</i> Timekeeper/ <i>Toma Tiempo:</i> Reflector:	Terry	1 Minute
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Voting Members/*Miembros Votantes*

President/*Presidente:* Ramon Zacarias

Zone Representative/*Representative de la zona:* Jorge Vazquez

Secretary/*Secretaria:* Lorena Gonzalez

Parent Representative/*Padre Representante:* Fred Montalvo

Parent Representative/*Padre Representante:* Marisa Manriquez

Teacher Representative/*Maestra Representante:* Jan Moran

Teacher Representative/*Maestra Representante:* Charmayne McKee

Teacher Representative/*Maestro Representante:* Alex Garcia

Administrators/*Directores:* Terry Eastman and Todd Westfall

The individuals listed above are the official voting members of the Calabasas School Site Council. *Las personas mencionadas arriba son oficialmente los miembros votantes del Concilio Sito de Calabasas.*

Community members are always welcome to attend and encouraged to participate in decision-making processes that will improve our school. *Los miembros de la comunidad siempre son bienvenidos a participar en el proceso de tomar decisiones que mejorán nuestra escuela.*

3.0	Approval of Minutes	President	5 minutes
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4.0	Updates on School Events <ul style="list-style-type: none"> • Incentives • State Testing 	Terry/Todd	10 minutes
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5.0	Persistently Low Achieving Status <ul style="list-style-type: none"> • Federal Guidelines Information 	Whole Group	40 minutes
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- Timeline
- Discussion

- | | | | |
|------|---|-----|-----------|
| 6.0 | Round Table Announcements
<i>Anuncios alrededor de la mesa</i> | All | 5 minutes |
| 7.0 | Next School Site Council Meeting
<i>Próxima junta del concilio sitio escolar</i>
Tuesday, April 20 th 5:15 – 6:30 p.m. | All | 5 minutes |
| 10.0 | Site Council Meeting Dates for 09-10/ <i>Fechas del concilio sitio escolar de 09-10</i>
<i>Tuesday, October 20th</i>
<i>Tuesday, November 17th (Site Council Training)</i>
<i>Tuesday, December 15th</i>
<i>Tuesday, February 16th</i>
<i>Tuesday, March 16th</i>
<i>Tuesday, April 20th</i>
<i>Tuesday, May 18th</i> | | |
| 11.0 | Reflection/ <i>Relección de la junta</i>
1 minute | | |

Meeting adjourned

Thank you for your hard work, collaboration and conscientious effort to make Calabasas Elementary School the best it can be!

Muchas Gracias por su apoyo, colaboración, y esfuerzo para establecer a Calabasas ser lo mejor escuela que pueda ser.

Calabasas Elementary School
Site Council Minutes
April 20, 2010

In Attendance: Terry Eastman, Todd Westfall, Alex Garcia, Jan Moran, Marisa Manriquez, Jorge Vasquez, Ramon Zacarias, Lorena Gonzalez

Updates on School Events:

Assistant Principal, Todd Westfall gave parents an update on the math and reading incentives programs. He announced that we took 177 students to the movies for a math reward and that many students have received prizes for achieving points in Accelerated Reading. Parent representatives commented on how much the students value the reading awards, wearing them on their belt loops or putting them on their backpacks.

Todd announced that state testing would start during the last week of April and continue through May 11th.

Persistently Low Achieving Status and Planning Process:

Principal Terry Eastman shared information from teachers regarding key questions regarding an improvement plan for our school. She then asked Site Council to respond to specific questions.

Question #1: What do teachers at Calabasas need to know in order to work with the parent community? Parent Responses:

-In our culture children are not always asked for their opinions (they are often told not to interrupt adults), so how do we teach them to do that....to think critically. How can parents foster that?

-Men in our culture are not always as engaged in helping children learn. How can we help them see that they play an important role?

-Not all families know how to support their children in school. We need to teach them how.

-Families need to establish routines in the home and all adults, including grandmas and dads, need to know what the school needs. In our culture we rely more on extended family, and they may not all have the information they need to help kids.

-How do you establish a culture of reading in the home? Do children see other family members reading? Let's read as a family.

-In Mexico it is more of a passive model of learning.

-In our culture, it is the culture of the group vs the individual. How do we use that to support student learning?

-Parents need training in the academic vocabulary and on the steps to solve math problems. It would help to have an outline for parents in Spanish.

-We need mini-workshops for parents....we need that in order to back up the teacher.

-The Latino culture is not as competitive.

-Our culture is "Let teachers take care of it" vs parents getting involved.

-Math workshops needed

-Literacy nights – Parents need to know what questions to ask students when they are reading.

Question #2: Reactions to a parent-identified need for more Spanish speaking teachers Responses:

-A Parent Liaison is a good idea....someone who can make calls, help parents.

-Teacher willingness to learn Spanish if they don't already know it.

-Long-term goal: Spanish for teachers

-Need a newcomer class with more Spanish support

-A good teacher is preferable to a lower quality teacher that speaks Spanish.

-The ability to speak Spanish is more for the parents than the students.

-The ability to explain concepts to students in Spanish is important.

-Another question could be: How best to support students who don't understand English?

-If not a bilingual teacher, what about a bilingual aide?

-Needs support for students as well as parents

-We are trying to bridge the achievement gap.

Question #3: How do we involve parents and community? Responses:

-Encourage parents to volunteer and prepare them to do so effectively.

-Parents help with projects....Saturday morning projects...Be specific about project, day, time.

-What is the population? Are a lot of parents laid off?

-What exactly is "preparing materials at home"?

- Have Saturday workdays.
- Have game nights such as with math.
- Have another breakfast with the principal....maybe quarterly.
- Provide strategies for parents who don't have literacy skills themselves
- Phone calls work better than notes.
- Quarterly breakfasts....give benchmark data to parents and explain it to them.
- Purchase planners for 5th and 6th graders. It holds students accountable and prepares them for middle school.

Announcements:

A motion was made and seconded to move the next Site Council meeting to Tuesday, May 11th in order to finish gathering information and proposed activities for the School Improvement Grant. Next meeting will be Tuesday, May 11th at 5:15 p.m.

Calabasas Elementary Teacher Teams Input into School Design Elements April/May 2010

Curriculum Assessment and Instructional Planning:

-Our school is already doing many of these practices:

- Data Teams
- Smart Goals
- RtI
- Professional Development
- Alignment between State standards and instruction

-Our school needs to fine tune:

- Collaborative grade level lesson planning
- Tier 1 improvement in differentiation
- Improve Walk to Learn intervention...more fluid
- Improve data leveled ELD
- Improve academic language use across the grade levels
- Offer relevant grade level professional development for subject matter
- Integrate social studies and science more

Classroom Instruction:

-Preparation:

- Collaboration both vertical and horizontal
- Training
- Coaching
- A variety of assessments

-Intro/Presentation of Lessons

- Activate prior knowledge and/or make meaningful connections
- State topic, stimulate interest

-Teacher-student Interaction:

- Variety of learning (instructional) settings (ie: small groups, whole class, partner, individual)
- Encourage peer interaction
- Assist with questions

-Communication with parents/Homework

- Provide feedback and keep records of parent communication
- Systemic report to parents

-Classroom management

- Explicit signals and rules
- Engage students
- Reinforce school-wide rules
- Parent workshops

School, Community, Parents and Learning

-What we are already doing:

- Literacy nights, Open House, Back to School nights, Parent conferences

- Kids Korner, PIP, CPS communication
- Awards ceremonies
- Migrant home visits
- School Site Council, Migrant, ELAC meetings
- Carnivals, Flea market
- Holiday Programs
- SSTs, SRTs
- Parents volunteer for in-class parties, field trips
- Parent help in classroom and correcting papers
- Grade level parent letters regarding help with specific skills
- Improvements, Changes
 - More literacy nights
 - Know more about our parents' vision of our school
 - More than one parent conference
 - Need knowledge on parent community
 - Encourage more parents to visit classrooms
 - Comprehensive family-school partnership letter explaining importance/value of parent presence
 - Grade levels decide on how much parent support is needed. Create job list for parents to sign up. Make it mandatory
 - School liaison to organize parents, training
 - Grade level parent education night. Educate/train parents on how to help at home and at school
 - Grade level shows
 - Parents need to understand the culture of our school also—how we are working hard to achieve high academic success

School Leadership, Decision Making, Professional Development and Time

-Increased Learning Time

- Extend day with optional classroom teacher instruction with pay and ASP takes over at 2:45
- Stronger ASP/regular day collaboration. Meetings with grade level, teacher observation
- Extend release time opportunities to primary teachers
- Possible extended learning before school (with possible later-start for regular day)
- Be creative within our curriculum (U.A. time centers...)

-Professional Development

- Pay teachers to attend after school instead of pulling them out of classrooms during the day

-Decision Making

- Clarification of how decisions are made and put decisions to school-wide majority vote

-Leadership

- Clarify role of leadership team
- Better communication (from administration) of special events, dates, incentive programs, deadlines

Expectations for Teachers at Calabasas in 2010-11

Classroom Instruction: Objective: To ensure that students are in a learning environment where they can master grade level standards

- All teachers at Calabasas should be at least at the “Applying” level in all areas of the Developmental Continuum of Teacher Abilities
- Maintain a lesson planner (either electronic or on paper) that includes standards to be taught to mastery each week. Make these plans available to administration upon request
- Maintain a daily schedule on the board for student reference and use that shows standards to be learned each day in each subject area.
- Use appropriate strategies for different types of instruction including appropriate lesson pacing, questioning techniques, high level thinking, lesson organization
- Teach to mastery---teach with the objective of ensuring that every student has mastered the standard in the lesson
- Use best practices for student engagement to make sure students are actively participating in mastering the standard. Significantly reduce teacher talk and significantly increase student talk.
- Make daily use of differentiated instruction to assist those students who need additional support (Tier I) Train students to work independently or with partners on grade level tasks
- Maintain clear procedures for each type of instruction...teacher led, small group, independent, and positively reinforce students for following them.
- Actively develops positive student interactions and facilitates learning experiences that develop collaboration, choices and individual responsibility for learning
- Train students to work independently or with partners.

Curriculum, Assessment and Instructional Planning: Objective: To create systems of data analysis and targeted instruction to ensure that every student masters grade level standards

- Fully implement standards-based state-adopted curriculum
- Incorporate appropriate instruction in ELD in all curriculum areas and levels ELD instruction to ensure that students are making appropriate progress towards achieving fluency in English and grade-appropriate levels of academic language
- Align instruction with state-adopted curriculum and district benchmark tests
- Plan collaboratively with grade level team to ensure that district pacing guides are followed and district benchmark tests are given at appropriate times.
- Actively participate in grade level data team to identify areas to target improvement in instruction. Use pre and post tests, plan appropriate instruction and analyze results
- Work collaboratively with after school program to develop homework support that includes pre-teaching and re-teaching of grade level standards as taught according to district pacing guides

Classroom Environments:

- Support systems in place and posted to increase students engagement, participation and conduct, and 98% attendance
- Classroom rules posted and management system clear to students – Anti-bully rules posted.
- Academic walls: ELA, math and ELD theme walls, agenda with standards posted – all these items to be conducive (interactive) to students.
- Walls to include the following data and student work: Successmaker, AR, Math Facts, Step Up to Writing work and other student work.
- All rooms to be organized and free of clutter. Teacher and student desks to be organized.

ELD:

- Actively participate in ELD professional development and coaching – Systematic ELD, others.
- Collaborate with grade level teams and support staff to plan differentiated ELD lessons
- Level students for ELD instruction and ensure that students receive the required number of ELD instructional minutes
- Incorporate ELD goals into Data Teams cycles
- Analyze assessment data (ADEPT, CELDT, classroom/grade level assessments) to set student ELD learning goals.
- Maintain an ELD learning wall (theme wall)

Parents and School Community: Objective: To strengthen connections between parents and school

- Communicate regularly with parents regarding their child's progress in school and listen actively to parent concerns and successes
- Work with grade level team to develop progress reports that include two-way communication between home and school and include student self-assessments
- Work collaboratively with grade level team to develop homework that is consistent among all teacher at the grade level
- Work collaboratively with other teachers and parents to develop and conduct meaningful family-school activities such as family literacy nights, math game nights
- Each grade level teachers to meet with parents at least twice each year to provide practical guidance to them in supporting classroom instruction.

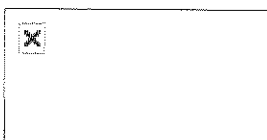
Leadership and Decision Making: Objective: To build leadership capacity and improve instruction

- Take leadership role in school or grade level leadership team, Site Council, curriculum area or in community building
- Participate actively in all professional development activities

- Participate in peer observation and coaching related to professional development initiatives
- Set individual professional goals for improving instruction each year

Work Hours/Instructional Time: Objective: To maximize learning time for students and decrease the amount of wasted instructional time during the school day

- Arrive at school each day at least ½ hour before the start of school and remain on campus for at least ½ hour after school ends (contracted day)
- Be on time (standing at the line as the bell rings) to meet students at the start of school and after each break.
- Be fully prepared to teach students before each lesson begins
- Teach the full day. Do not release students early for breaks, lunch or dismissal
- Be on time for duties and actively supervise students while on duty.
- Prepare transition activities so students can immediately begin learning when they return from a break or lunch
- Ensure that transitions from one activity to the next within the classroom happen quickly with little loss of instructional time
- Actively supervise to make sure that students are transitioning quickly if they are changing classrooms
- Ensure that each student is receiving the appropriate number of instructional minutes for each subject area.



REPORTS

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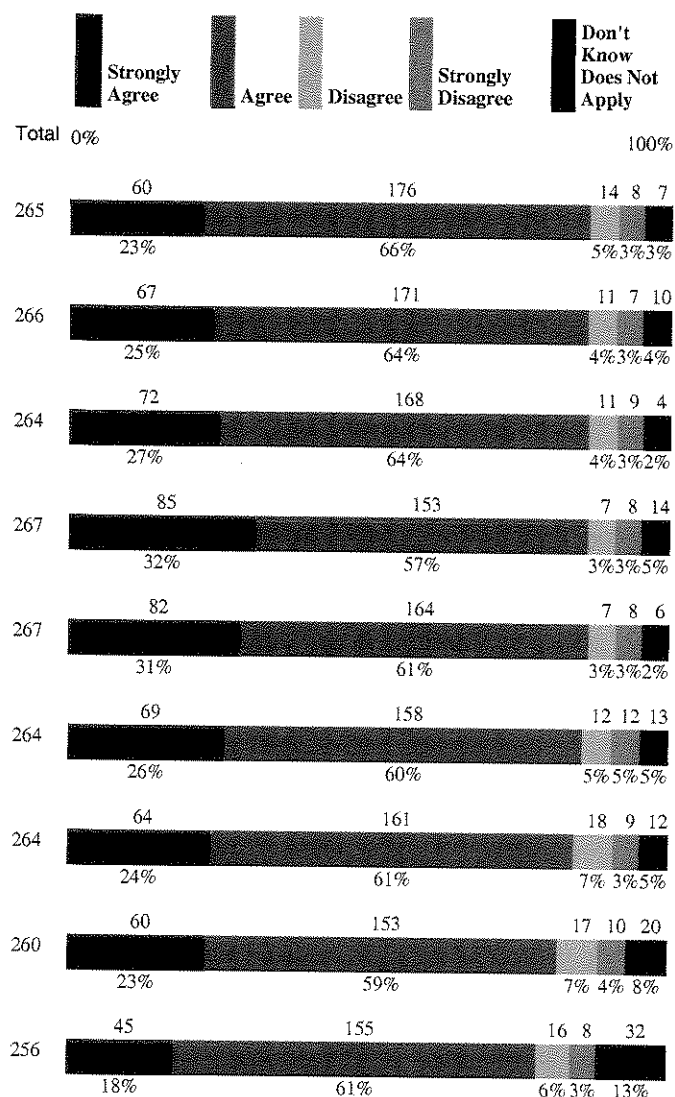
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Client: **PVUSD - Elementary**
 Department: **PVUSD - District**
 Survey: **Parent**
 Elementary School: **Calabasas**

Answer Summary Report by Date **Winter 2010** data as of: Wednesday 19-May-10 10:35 AM

Academic Program

1. The school gives me enough information to understand the academic program.
2. I understand the grade level standards that my child is responsible for mastering.
3. I am provided timely information about my child's academic progress.
4. My child is challenged to reach his/her potential.
5. My child believes he/she is capable to do well in school.
6. My child is being well prepared to read academic textbooks.
7. My child is being well prepared in academic writing.
8. My child is being well prepared to take higher levels of math.
9. My child is being well prepared to take higher levels of science.



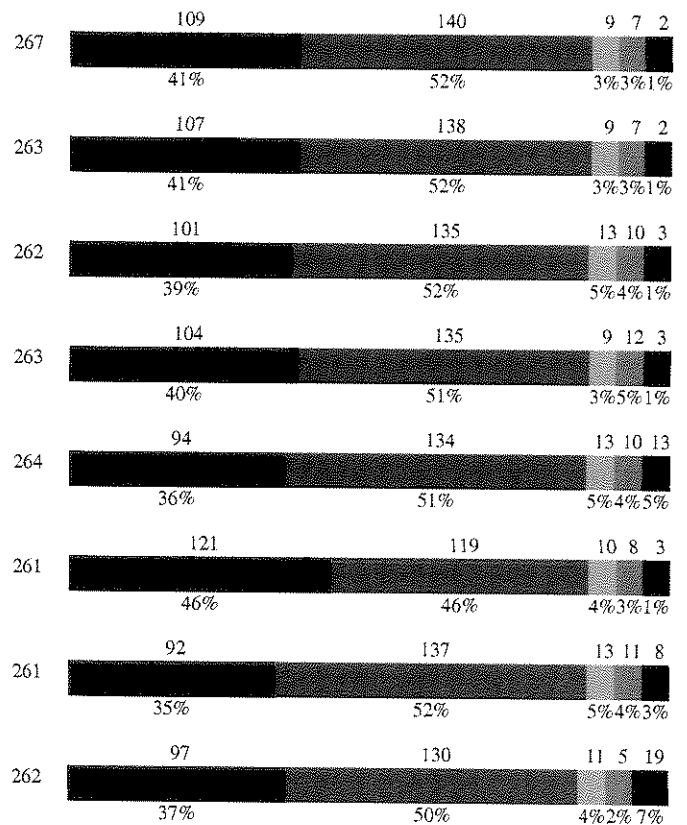
10. My child has shared his/her academic and/or career goals with me.



Total 0% 100%

School Climate

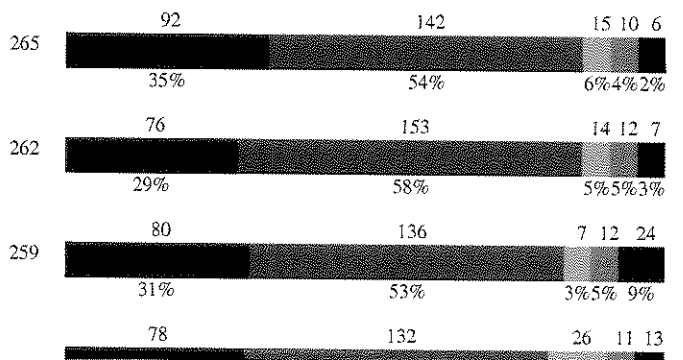
11. I feel comfortable talking to my child's teacher.
12. I feel welcomed by the staff at my child's school.
13. My child feels safe at school.
14. When I have a question, school staff are easily available to answer it.
15. When I contact the school, the staff responds in two days or less.
16. My child likes to go to school.
17. Discipline is fair and consistent.
18. Students are well known by the school staff.



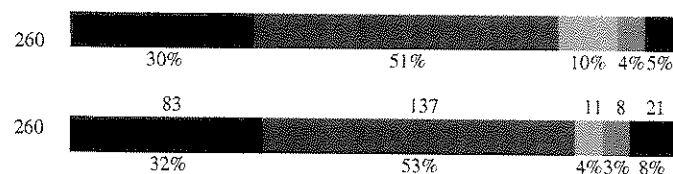
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School Support Resources

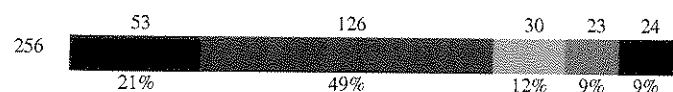
19. I know who to contact at school if my child needs help.
20. My school provides opportunities for me to learn how to help my child succeed in school.
21. My school has support for students with special needs.
22. My child has access to a nutritional lunch.



23. My child actively participates in the physical education program.

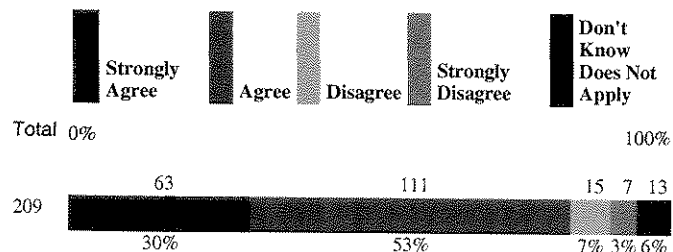


24. The school-made lunches are nutritional.



School Physical Environment

25. My child's school is in good physical condition.



26. Teachers at this school maintain a classroom environment conducive to learning.

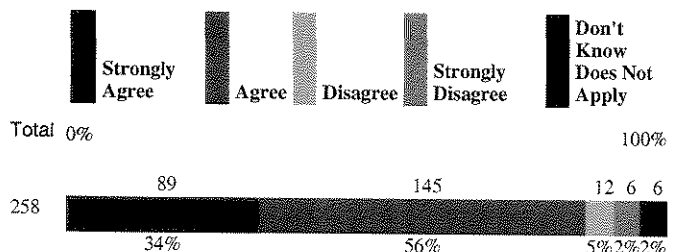


27. My child's gym and playground is safe and in good repair.



Teachers & Administrators

28. Teachers encourage parents to become involved in school.



29. My child's teacher gives support to my child when he/she is struggling.



30. The school staff pay attention to my child's feelings.



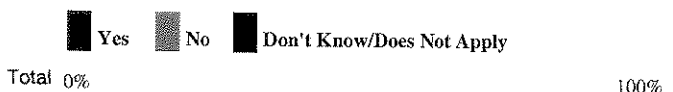
31. The administrators (principal and vice-principal) are approachable when I have comments or concerns.



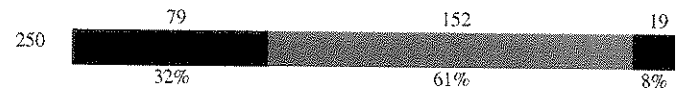
32. The administrators are respectful at all times.



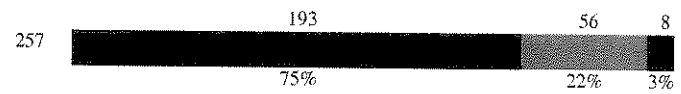
Partnerships



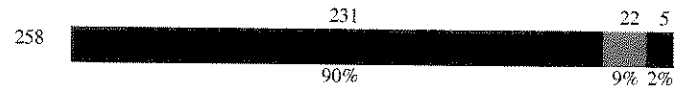
33. I have volunteered to help at school.



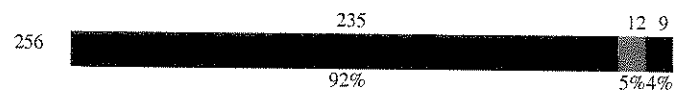
34. I have attended school assemblies or programs.



35. We have a quiet place in our home for our child to do homework.



36. Parents are treated respectfully at this school.



37. We have materials in our home for our child to read.



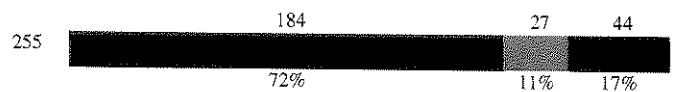
38. The school makes an effort to ensure all parents receive notices about meetings.



39. I have ample opportunities to become involved in school activities.



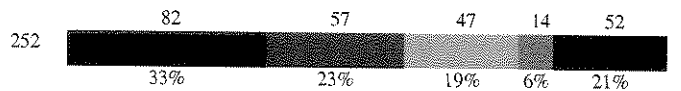
40. Parents are asked for input about important decisions about the school.



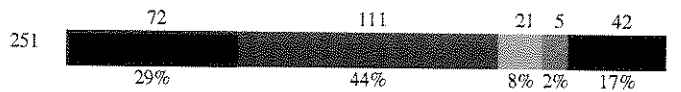
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Technology

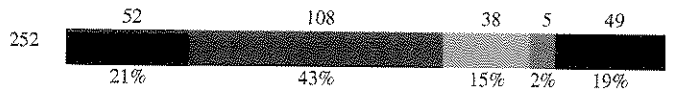
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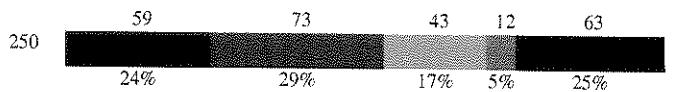
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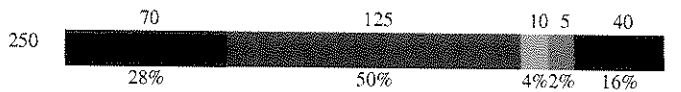
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44. My child has access to a computer to complete homework assignments.



45. I am aware of the district's policies for the use of technology.



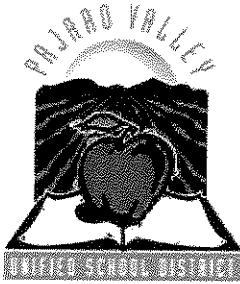
Hall District Staff

March 8, 2010

Agenda: Informing Staff of PLAS status

Staff Questions/Comments:

1. When does the state begin to be on our campus?
2. Is it a done deal that we are to fall under the sanction?
3. Who decides the state, the district, or the county about who qualifies for this sanction?
4. Is there a timeline?
5. Do we know how many schools fall under this sanction?
6. Will they look at how we were doing before?
7. What does it mean to be "fired"?
8. If we do better at the end of the year will they look at that?
9. When will the answers come?
10. How will parents be brought in on the information, so what they get is not just from the media?
11. What are the other schools doing differently from us?
12. Is there any money we can apply for to help implement changes?
13. What should we say to the students?
14. Could we offer a workshop for parents to teach them how to help during testing?
15. Could we stress attendance and punctuality with our parents? How do we educate our parents?
16. Who checks if they make mistakes on the CST scoring?
17. What do we say to parents if they call us (teachers)?
18. When the state says they are going to remove staff does that include all staff or just teachers?



Hall District Elementary School

Pájaro Valley Unified School District

SSC Agenda/Minutes

April 21, 2010

➤ Notes from March 18, 2010 / **Notas de la junta de 18 Marzo de 2010**

The meeting was called to order at 5:35 pm by Guillermo Ramos the Principal.

El Director Ramos inicio la junta a las 5:35 de la tarde.

1.0 Welcome-roll call/Bienvenida.....Sr. Ramos

Parents reviewed notes from the prior meeting. Motion made by Shannon Cobb that the notes from the prior meeting are correct and it was seconded by Margalete Ezekiel. Mr. Ramos opened the meeting to SSC. Roll call of SSC. (Present: Guillermo Ramos, Margalete Ezekiel, Shannon Cobb, Moncie Sanchez and público.

Padres revisaron las notas de la junta anterior. La primera moción para aceptar las notas fue hecho por Shannon Cobb y Margalete Ezekiel hizo la segunda moción. Sr. Ramos abrió la junta de SSC. Se tomó lista, presente: Guillermo Ramos, Shannon Cobb, Margalete Ezekiel, Moncie Sanchez y el público.

2.0 Persistently Underperforming School.....Sr. Ramos

- **4 Models/4 Modelos (no hay traducción en español)**
 1. Turnaround Model
 2. Restart Model/
 3. ~~School Closure/ Cerrar la escuela~~
 4. Transformation Model
- **Hall District Is A Great Place to Learn / Escuela es un lugar bueno para aprender**
 1. CELDT Goals/ **Metas de CELDT**
 2. Video/Video
 3. Open House / **Casa Abierta**

****** What Parents Can Do/ Lo Que Los Padres Pueden Hacer**

1. Arrive on Time and Don't take out Early/ **Llegar a tiempo y no sacar temprano**
2. Come to School Everyday/ **Venir a la Escuela Diario**
3. Sleep Early / **Acostarse Temprano**
4. Wear School Uniform / **Usar el Uniforme**
5. Have Breakfast at home or school/**Desayunar en casa o la escuela**
6. Homework & good behavior/ **Tareas y Buen Comportamiento**

Mr. Ramos asked if parents had seen the school in the news and how they felt. Mr. Ramos talked about the new status of Persistently Low Achieving School. Parents shared feelings with all. Parents

expressed surprise, confusion, sadness. Mrs. Navarro shared that we need more parents to help. Parents also shared that it was important to come regularly to meetings to hear information that is shared.

Sr. Ramos preguntó si habían visto la escuela en la noticias y como se sintieron. Sr. Ramos habló del nuevo status de escuela con datos bajos. Padres compartieron sus sentimientos. Padres expresaron que estaban sorprendidos, confundidos, y tristes. Sra. Navarro compartió que hay necesidad de mas apoyo de padres. Padres compartieron que es importante venir regularmente a las juntas para escuchar la información.

Models? -Mr. Ramos shared in detail the 4 different models that could be implemented at Hall School. Parents had many questions and concerns (a list was compiled with this information).

Modelos? – Sr. Ramos compartió en detalle los 4 modelos que debemos implementar en la Escuela Hall District. Padres hicieron preguntas y hicieron saber las preocupaciones (una lista se generó con esta información).

Presentation: “Great place to learn” presentation of the results from the CELDT English exam that were released in February and a video of different activities going on at school (this information is in the Principal’s office).

Presentación: Gran lugar para aprender-presentación de los resultados del examen de desarrollo en ingles que salió en febrero y un video de actividades que suceden en la escuela (esta información la tiene el director).

***** “What parents can do to help?”- Mr. Ramos reviewed the list above. Ms. Ezekiel also noted that parents can come to school to help or just to monitor their children. Ms. Martinez also commented that parents can help by donating supplies to their students’ teachers.*

****** “¿Que pueden hacer los padres para ayudar?” El Sr. Ramos revisó la lista anterior. La Sra. Ezekiel añadió que los padres pueden venir a la escuela para ayudar en el salón o ver a sus niños/as. Sra. Martinez también comentó que los padres pueden donar materiales a los maestros.**

3.0 Questions & Comments/**Preguntas y Comentarios**.....Sr. Ramos
N/A

➤ **Reunión ELAC – Notas, 18 de Marzo de 2010**

1.0 **Reporte Programas Académicos**..... Sr. Ramos

- Programas del Distrito
- Programa de Hall District

Mr. Ramos reviewed the different academic programs offered in the district. He then reviewed the programs that we offer at Hall School. Also noted were the percentages of English and Spanish at each grade level.

Sr. Ramos repasó los diferentes programas académicos que se ofrecen en el distrito. Después, repasó los programas de la escuela Hall District. También explico los porcentajes que se enseñan en ingles y español en los diferentes grados.

2.0 **Renuncias**..... Sra. Cobb

Parents were given the option to sign Bilingual Program option waivers

Padres tuvieron la oportunidad de firmar las solicitudes para el programa Bilingüe.

.....

Special Joint Meeting / Reunion Especial Conjunto

SSC/ELAC Agenda April 21, 2010 / **Agenda Concilio Escolar y ELAC** Abril 21, 2010

New Business / Negocio Nuevo

1.0 *Welcome-roll call/Bienvenida*.....Sr. Ramos

2.0 Meeting with the Superintendents/ Reunión con los Superintendentes....Sr. Ramos
Information – Persistently Low Achieving
Informacion – Escuela con datos Bajos

Next Meetings- May 13, 2010 / **Siguiente Reunión- 13 de Mayo de 2010**

Staff Meeting with Superintendents

3/31/10

Agenda: The Superintendent and Assistant Superintendent met with school staff to give information, answer questions and to gather input.

We need to choose a model:

- Transformational model: PD, increase in instructional minutes
- Turnaround model: change 50% of the staff

Who chooses the model? Teachers give input before a decision is made. Parents and families also give input. Eventually taken to the Board.

Models can look different at each site.

School Improvement Grant application needs to be in by June 1, 2010. (Grant money would be for 2 years.) Probably won't be getting funds until sometime late summer.

Gov. can't tell us yet how to get off the list.

Any staff changes and time changes need to be in place before the start of school in Aug.

What are the strategies that the state recognizes or where can I find them?

Web: California Dept of Ed and search for low-achieving (Guidance on School Improvement Grants)

How will input be given?

Done at the site level with the principal

Will you have an opportunity to come talk to our parents?

Yes, can attend our SSC and ELAC meetings

Our contract stays in place and any changes will be bargained. Teachers will be asked for input before changes are made.

Did the district or the union notify the federal gov about our areas of improvement?

Yes, they know.

What if we make a plan and then don't receive enough money?

We don't have a specific answer yet. Possible vision: We just need to make our plan and that might determine how much our site would need. Then make adjustments/revisions if needed.

Feel it is important for Hall students to get summer school. Would need to have a talk as a staff to determine which students would be chosen to attend.

Do we know what the budget for summer school is?

No, not yet.

This new plan is/will be part of our School Plan.

Are there any possible changes with After School Program's role in all of this?

It is important to look at all components (Special Ed, Migrant, Extended Learning, etc.) and make a coordinated effort in these changes.

Are there a lot of strings attached noted in the readings you have been doing?

There are some answers in the "Guidance..."

Weds 21st, April, 2010, with parents

Hall District Elementary School

Site Council Meeting Notes March 18, 2010

PREGUNTAS

*¿Puede venir el distrito para hablar con las familias?

¿ Cuando? – antes del año escolar 2010-2011

Discusión sobre las escuelas “charter” y los derechos que tienen todos los alumnos.

¿Cuando sabemos el modelo y que cambios pasarían?

¿ Las escuelas “charter” estan acreditados?

¿Cual de los modelos va a beneficiar mas a los niños?

Preguntas acerca de las juntas del distrito

¿Quien escoje ? ¿Quien va a votar?

Esta preocupado con el relación con los maestros que todavía estan el la escuela.

¿ De que manera los podemos ayudar a los maestros?

¿Cuál es la diferencia entre modelo # 2 y # 4?

Una pregunta acerca de ¿que pasará durante el transición a los niños?

Preguntas acerca de los fondos (las becas)

¿ Qué puede hacer los padres para ayudar pedir por las becas?

Expectations for Hall District Staff for 2010-2014

Work Hours/Instructional Time:

1. Arrive on time and work contracted hours.
2. When bells rings:
 - a. Go directly to meet your kids
 - b. Have transition activities ready so students begin work immediately upon returning
3. Be fully prepared to teach students before each lesson begins.
4. Teach a full day. Do not release student early for breaks (recess, lunch, end of day).
5. Actively supervise students as they move from class to class.

Classroom Environments:

1. Support systems in place and posted to increase student engagement, participation and conduct, 98% attendance and uniform policy.
2. Classroom rules posted and management system clear to students – Anti-bully rules posted.
3. Walls to include the following data and student work: Successmaker, AR, Math Facts in a Flash, Step up to Writing work and other student work
4. Academic walls: LA themes, Math, ELD, Agenda, standards posted - all these items to be conducive to students.
5. All rooms (including office, classroom, admin) to be organized and free of clutter. Teacher and student desks to be organized.

Classroom Instruction:

1. Be at the Applying Level in all areas of the Developmental Continuum of Teacher Abilities.
2. Maintain a lesson planner (electronic or paper) that includes standards to be taught. Make plans available to administration upon request (see PVUSD board policy for more info).
3. Maintain a daily AGENDA on the board for student reference that shows the standards to be learned each day in each subject area. Standard may also be posted on the board as the lesson is being taught.
4. Use appropriate, agreed upon, STRATEGIES for different types on instruction including lesson pacing, questioning techniques (Bloom's), high level thinking, etc.
5. Have a plan to teach to mastery – teach with the objective of ensuring that every student has mastered the standard in the lesson.
6. Make daily use of DIFFERENTIATED INSTRUCTION and ASSIGNMENTS.
7. Follow through with agreed upon BEST PRACTICES – Increase of student participation and integrate the 5 domains of instruction (listening, speaking, reading, writing and thinking). Implement the use of verbal and non-verbal student responses.
8. Shelter all instruction with the use of SDAIE strategies.
9. Support schoolwide programs (Successmaker, AR, Math Facts, Step up to Writing work) to their fullest.
10. Integrate technology (Smart Board, Document Camera, computer software-Notebook) in lessons

11. POSTIVE REINFORCEMENT and build strong RELATIONSHIPS with students
12. Have weekly ANTI-BULLY 15 minute meetings to emphasize positive student interactions, how to identify bullying and how to resolve issues.
13. Collaborate and build strong relationships with Extended Learning Staff, Intervention support staff (to be determined as per budget and decision making) and with local stakeholders (pre-school programs, Pajaro Family Resource Center, Kids Korner counselors).
14. Bilingual classrooms teachers to collaborate on implementing lessons and themes that support the school bilingual program plan.

Curriculum, Assessment and Instructional Planning:

1. Fully implement our approved curriculums (HM LA. Math).
2. Align curriculum with Power Standards and District Benchmark assessments.
3. Incorporate comprehensive vocabulary strategies/program to increase academic language
4. Participate with fidelity in Data Teams.
5. Collaboratively plan with grade level team to ensure that Power Standards are covered as provided by the district pacing guides and district benchmark assessments.
6. Collaborate with Extended Learning Staff to develop homework/intervention support materials.
7. All ELP to use your classroom if needed (rotating schedule as appropriate).

ELD:

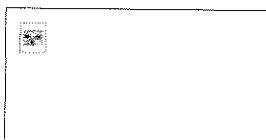
1. Actively participate in ELD professional development — Systematic ELD, others.
2. Collaborate with grade level teams and support staff to plan differentiated ELD lessons.
3. Level students for ELD instruction and ensure that students receive the required number of ELD instructional minutes.
4. Incorporate ELD goals into Data Teams cycles
5. Analyze assessment data (ADEPT, CELDT, classroom/grade level assessments) to set student learning goals.
6. Maintain an ELD teaching tool wall

Parents and school community:

1. Communicate with parents through meetings, notes, and phone calls
2. Work collaboratively with grade level team to develop homework that is consistent for all students.
3. Parent volunteers to have open door policy to their child's classrooms.
4. Schoolwide compact to have clear parent expectations
5. Meet with parents, at least twice during the year to provide practical guidance to them in supporting classroom instruction, homework, test taking strategies, etc...

Leadership and Decision Making:

1. Take leadership role in school or grade level leadership team, site council, curriculum area, or in community building.
2. Participate actively in all professional development.
3. Participate in peer observations and coaching related to professional development initiatives.
4. Set individual professional goals for improving instruction each year.



REPORTS

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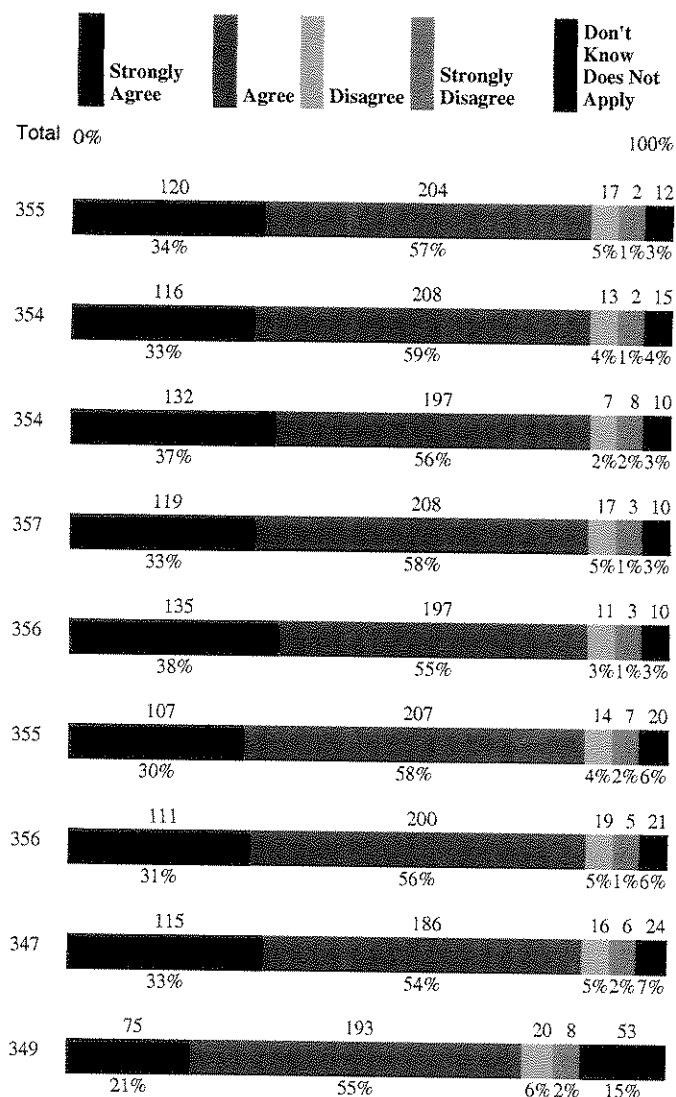
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Client: **PVUSD - Elementary**
 Department: **PVUSD - District**
 Survey: **Parent**
 Elementary School: **Hall District**

Answer Summary Report by Date **Winter 2010** data as of: Wednesday 26-May-10 09:19 AM

Academic Program

1. The school gives me enough information to understand the academic program.
2. I understand the grade level standards that my child is responsible for mastering.
3. I am provided timely information about my child's academic progress.
4. My child is challenged to reach his/her potential.
5. My child believes he/she is capable to do well in school.
6. My child is being well prepared to read academic textbooks.
7. My child is being well prepared in academic writing.
8. My child is being well prepared to take higher levels of math.
9. My child is being well prepared to take higher levels of science.

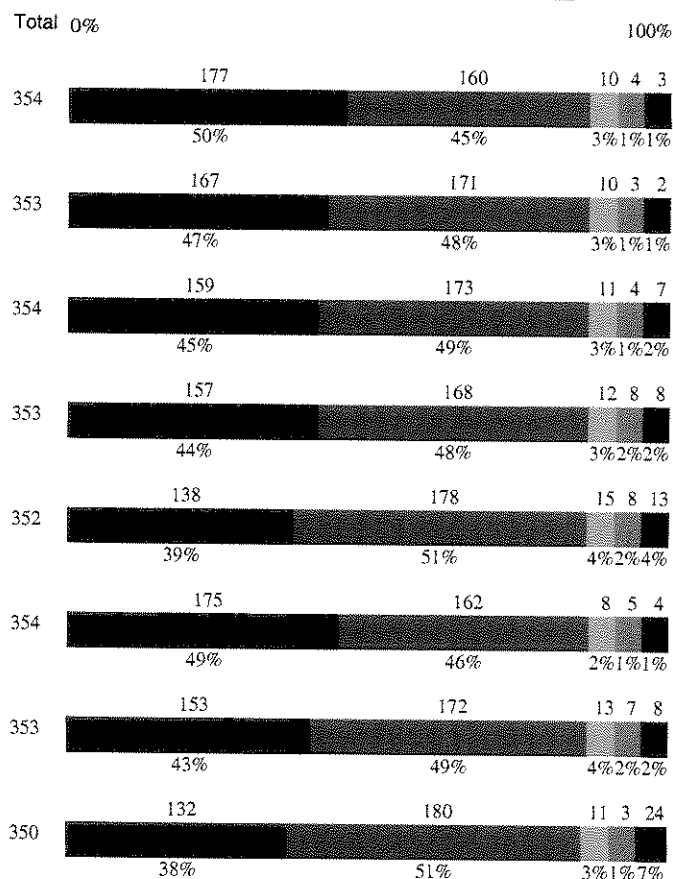


10. My child has shared his/her academic and/or career goals with me.



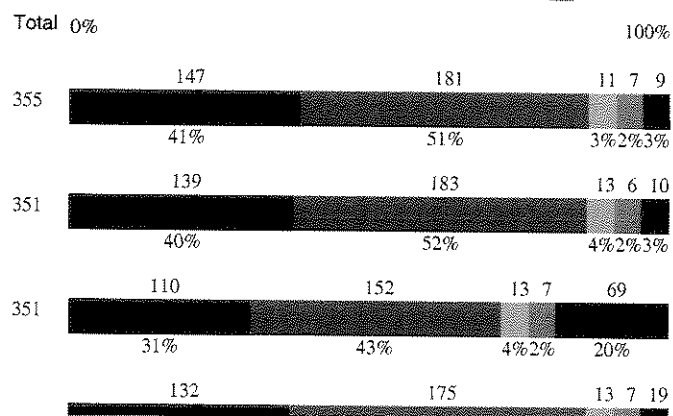
School Climate

11. I feel comfortable talking to my child's teacher.
12. I feel welcomed by the staff at my child's school.
13. My child feels safe at school.
14. When I have a question, school staff are easily available to answer it.
15. When I contact the school, the staff responds in two days or less.
16. My child likes to go to school.
17. Discipline is fair and consistent.
18. Students are well known by the school staff.



School Support Resources

19. I know who to contact at school if my child needs help.
20. My school provides opportunities for me to learn how to help my child succeed in school.
21. My school has support for students with special needs.
22. My child has access to a nutritional lunch.



23. My child actively participates in the physical education program.

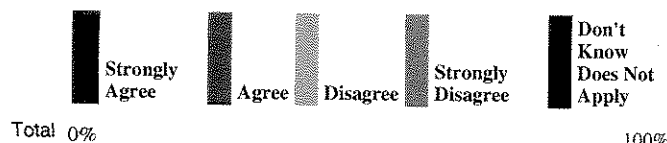


24. The school-made lunches are nutritional.

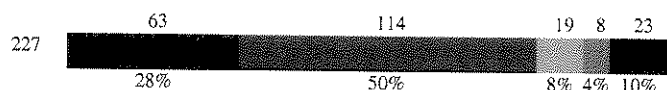


School Physical Environment

25. My child's school is in good physical condition.



26. Teachers at this school maintain a classroom environment conducive to learning.

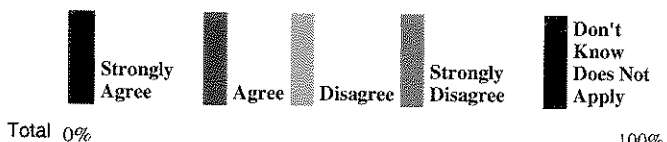


27. My child's gym and playground is safe and in good repair.



Teachers & Administrators

28. Teachers encourage parents to become involved in school.



29. My child's teacher gives support to my child when he/she is struggling.



30. The school staff pay attention to my child's feelings.



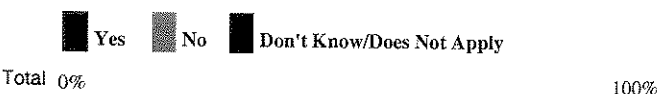
31. The administrators (principal and vice-principal) are approachable when I have comments or concerns.



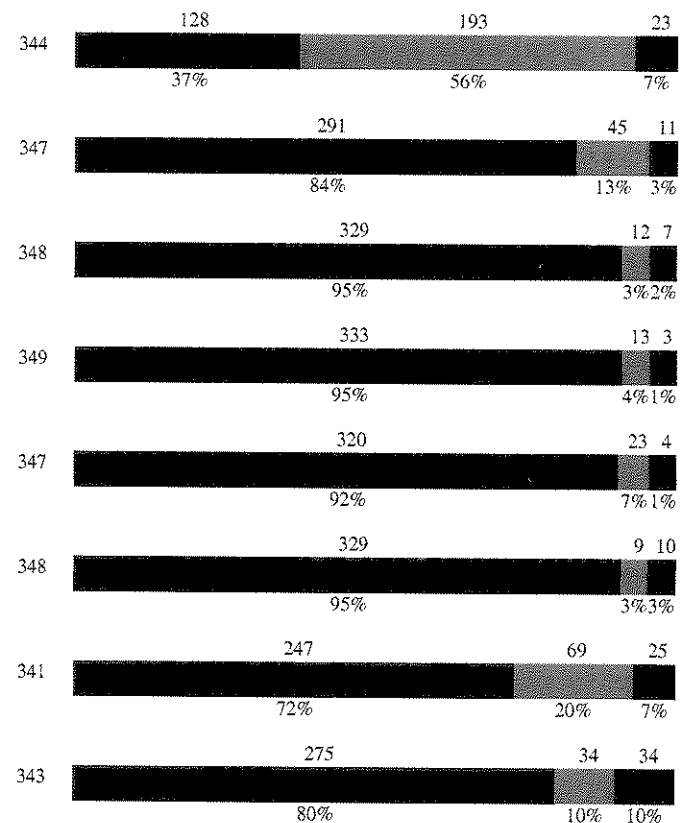
32. The administrators are respectful at all times.



Partnerships

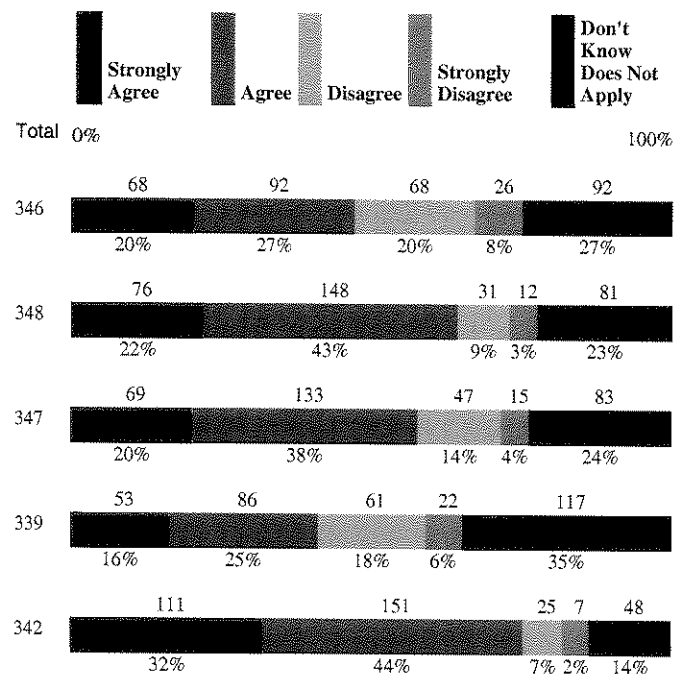


33. I have volunteered to help at school.
34. I have attended school assemblies or programs.
35. We have a quiet place in our home for our child to do homework.
36. Parents are treated respectfully at this school.
37. We have materials in our home for our child to read.
38. The school makes an effort to ensure all parents receive notices about meetings.
39. I have ample opportunities to become involved in school activities.
40. Parents are asked for input about important decisions about the school.



Technology

41. My child has access to an Internet connected computer at home.
42. My child spends time on the computer at school.
43. I am aware of the different computer programs offered at school to help my child.
44. My child has access to a computer to complete homework assignments.
45. I am aware of the district's policies for the use of technology.



Discussion Information and Questions
Professional Development – Tuesday, April 20, 2010

1. We most likely will use the Transformational Model for our school plan for the next three years and for the School Improvement Grant (S.I.G.) application.
2. There are some elements of the Transformational Model that must be in place at the beginning of the 2010-11 school. They are:
 - New principal
 - Ensure continuous use of data to inform and differentiate instruction.
 - Provide increased learning time. (300 hours/year – about 1-1/2 hours/day)
 - Provide sufficient operating flexibility.
3. There are additional elements that must be phased in over the next three years. They are:
 - Implement a new evaluation system.*
 - Identify and reward or remove staff.*
 - Implement strategies to recruit, place, and train staff.
 - Select and implement a new instructional model.*
 - Provide job-embedded PD to staff.
 - Partner to provide social-emotional and community-oriented services.
 - Provide ongoing mechanisms for community and family engagement.
 - Ensure ongoing technical assistance.
4. *Some of these items may be decided at the district level and some need to be negotiated with PVFT.
5. We can begin our discussion using your questionnaires with questions 1, 6, 11, 12 and 13. Please use RSRA roles to facilitate discussion and to make sure everyone is heard. Turn notes into Jack or Janet (can be electronic).

6. Vertical discussion groups

①	②	③	④
R. Pantoja	D. Brazil	J. Khan	M. Levine
T. Macias	S. Rigler	V. Vang	M. Fajardo
D. Phipps-Craig	V. Hernandez	N. Niles	J. Nathan
B. Perry	G. Howard	J. Nyland	S. Moore
J. Trybom	S. Shapiro	J. Manier	P. Morgan
L. Gaebe	K. Bradwell	D. Walsh	A. Silva
P. Dolden	K. Blake	P. Rivas	D. Muñoz

Discussion Information and Questions
Professional Development -
Tuesday April 20, 2010

2

GROUP:

D. BRAZIL
 S. RIGLER
 V. HERNANDEZ
 G. HOWARD
 S. SHAPIRO
 K. BRADWELL
 K. BLAKE

1. How would you to develop and increase teacher and school leader effectiveness?

- Cohesive discipline plan for the whole school.
- Visibility of administrators daily on the grounds and in classrooms to communicate with students.
- Common agreed upon goals with follow through on decisions made and accountability for implementation.
- Providing a fulltime family liaison would to increase leader effectiveness and teacher effectiveness.
- Smaller teacher-student ratio with specific regard to grade levels.
- Researched based teaching strategies for all.
- Optional for teachers to observe one another to learn new things.

6. How do we ensure that the curriculum is implemented with fidelity, is having the intended impact on student achievement and is modified if ineffective?

- In order to effectively implement curriculum with fidelity, teachers must make agreements about pacing, priorities, standards, lessons, materials, and discipline.
- Resources are vital to effectiveness and fidelity.
- Leadership for teacher check ins at least twice a year.
- Grade level meetings with templates to facilitate pacing and fidelity.

11. How do we establish schedules and implement strategies that provide increased learning time for students? Consider the integration of regular day and extended learning.

- Changing the bells ring two bells... one at 7:55 so that students are in the classroom and in their seats by 8:00. One bell at 8:00.
- Extended Learning is not well integrated with the school day or its curriculum.

- Small classes in Extended Learning.... Not 30 or more without help for the teacher and provide credentialed teacher.
- Providing Data Director information to identify the skills that students need to master and integrate tutoring during Extended Learning.
- SIPPS in Extended Learning is vital for first and second grade.
- Let First graders start the Extended Learning in the Fall.

12. How do we provide ongoing mechanisms for family and community engagement?

-

(3)

Group 3: Walsh, Niles, Manier, Khan, Vang, Nyland, Rivas
April 210, 2010

Question 1:

1. Prioritize need and FOCUS Professional Development and Trainings

* Administrative directive/emphasis for these areas

2. Accountability and follow through in regards to curriculum implementation.

- For example, *Step Up to Writing* could be used across grade levels, and all staff trained. Staff that is already trained could model a lesson and / or provide coaching.
- With a clear goal and focus, “triangulate” Professional Development, timely and adequate materials, and on-going coaching/site mentoring.

3. Staff needs to have materials, tools, and trainings prior to the expected full implementation of the program at the beginning of the school year.

4. Meaningful meetings

*Quarterly vertical articulation meetings to communicate observed areas of need, areas of strength, and strategies.

* Grade level meetings can be rotated within the grade level to share environmental ideas.

*If a PD is offered, that a staff member is already trained in, the staff member will be permitted to work or prep in the back of the room.

5. Research on Blue Ribbon Schools with a similar population to MacQuiddy.

- All were using RESULTS 2: CLRP
- Not simply an assessment tool
- It includes curriculum and many components for bridging!
- Developed by a former PVUSD teacher
- As PLAS schools, would it be possible for us to adopt an intervention program that has proven results in schools with a similar demographics?

6. The above mentioned Blue Ribbon Schools have extensive safety nets.

* Regular, on-going SSTs

* Two full-time credentialed Title I teachers

* Strong emphasis upon early intervention.

7. Qualities of a “model” school

- Principal and Vice- Principal are visually present.
- Administrators “pop” in to classrooms to get a sense of what’s happening, ask students questions, or deliver a paper. This makes a difference.
- In addition, there is a “monthly” focus that can be academic and/or social-emotional.
- A school-wide focus is motivating and unifies the students/staff toward a common goal.
- The focus is determined by the staff and based upon an area of need.
- For example, one school used the “million word challenge” or Basic math facts.

- At another school, the staff set a goal, sold it to the students, and the principal agreed that if the goal is met he/she will go on the roof with a new hair color. The possibilities are endless.
- Pamela shared that a former principal (or was it Jack-Yes!) agreed to kiss a pig!
- Lastly, the student/staff success is made visible through banners, charts, assemblies...

8. School Wide Focus Brain Storm

*Align social studies and science standards with ELD Standards.

Move away from *Carousel*.

- Provide more enrichment in combination with remediation in our extended day. The arts and sciences add vocabulary, fine and gross motor skills, and enthusiasm for learning.
- Writing Across the Curriculum

9. A credentialed and trained *Language!* teacher for 4th and 5th grade would be essential. *Language!* is a comprehensive program that fills in many of the gaps that struggling readers have. However, for most effective intervention to take place, I recommend:

- Smaller groups (10 students).
- This would allow for more teacher time/individualized instruction.
- The *Language!* teacher could see one group from 8:00-9:00, and another from 9:05 – 10:05 everyday.
- Just some food for thought!

10. Leveling Students

- *All parties agree that we have to rethink how leveling is done at each grade level.
- * Re-examine the “clustering” model for GATE. (Lynn Olson or Ted Altenberg)
- *The 4th Grade “slump” is documented.
- * Some leveling during part of the day pushes kids up.
- *Skill based leveling is most beneficial (math or a portion of LA)
- *Leveling can result in “tracking”
- *Rotating classes too much can lose its benefit due to behavior and /or inconsistency for some individuals.

(4)

Discussion Questions

April 20, 2010

Time Keeper: T. Lord

Convener: S. Moore

Recorder: A. Silva

Reflector: D. Muñoz

Q 1:

More release time for planning, collaboration with other schools.

School Calendar for staff/family that we can follow since day 1.

Traits of effective leader and focus on 2 or 3 that we can focus on strongly.

Time to share effective strategies and ideas with staff.

Monthly all staff meetings.

Training on professional and direct communication and boundaries. Effective things that we can do that don't require extra work.

Effective office with stability, many other duties that teachers have to take care of do to lack of office staff.

More classroom observations on a regular basis with support.

Q 6:

Administrators to monitor and collect lesson plans, quick observations with feedback.

Administering BPST would address if they are making progress or not.

Getting teachers on board.

Prioritize from beginning of the year/grade level collaboration.

Hard to modify the curriculum/support and resources.

Having the opportunity to collaborate and what is effective and what's not within the curriculum.

Coaches for LA and Math that can support and model the curriculum.

Aides to modify and do small group instruction, special needs.

Super subs that come in with curriculum and assessments in order for teachers to concentrate on specific items.

Science release teacher in order to provide teacher prep time.

Q 11:

Students have more learning times when they are in small groups, basic comprehension in the upper days. One on one conversations with the students.

Taking below basic group, leveling students for instruction. Not by grade level but by proficiency level.

Questions and concerns in regards to Language, how effective is Language.

Small pullout programs during the Extended Learning Program.

Intervention programs need increased learning time, smaller group and acceleration which amounts to more time.

If we get any grants can we hire more staff.

Q 12:

Way for parents to express themselves about school, sort of form.

Family liaison for family involvement.

Office space for parent collaboration.

Informal setting with the parents.

Benches and tables for parents to make them feel welcome.

Agenda
Staff Meeting
4-27-10
3 PM

- | | |
|---|----------------|
| 1. PVFT | Jenny |
| 2. Migrant/ELAC News | Pamela & Diana |
| 3. Classroom Management and Procedures for next year | Vertical Teams |
| --What worked for larger classes (K, 3 rd , 4 th , 5 th)? | |
| --What worked in other classes? | |
| --Review samples of behavior charts | |
| --Report out/turn in notes | |
| 4. Expectations for Teachers 2010-2011 | Vertical Teams |
| --Read/review | |
| --Discuss | |
| --Make suggestions/turn in notes | |
-

Expectations for Teachers at MacQuiddy in 2010-11

Classroom Instruction Objective: To ensure that students are in a learning environment where they can master grade level standards.

- Be at the *Applying* level in all areas of the *Developmental Continuum of Teacher Abilities*.
- Maintain a lesson planner (electronic or on paper) that includes standards to be taught to mastery each week. Make these plans available to Administration upon request. (see PVUSD Board Policy
- Use appropriate, agreed upon, strategies for different types of instruction including appropriate lesson pacing, questioning techniques (Bloom's), high level thinking, etc.
- Have a plan to teach to mastery – teach with the objective of ensuring that every student has mastered the standard in the lesson. Make daily use of differentiated instruction to assist those students who need additional support. Have alternative/additional practice for students who need it, as well as, challenge work for students who master the standard quickly.
- Use agreed upon best practices for student engagement to make sure students are actively participating in standard's mastery. Particularly, the identified PVUSD Power Standards. Decrease teacher talk and significantly increase student talk.
- Train (teach) students to work independently or with partners.
- Develop, teach and maintain clear procedures for each type of instruction – teacher led, small group, independent – positively reinforcing students who follow them. Also develop, teach and maintain clear procedures for transitions both in and between classrooms.
- Have weekly class meetings as part of our anti-bullying emphasis to develop positive student interactions both in and out of the classroom and on the playground.
- Facilitate learning experiences that develop collaboration, choices and individual responsibility for learning.

Classroom Environments:

- Support the existing systems that are in place and posted to increase student engagement, participation and conduct/behavior, 98% average attendance and the school uniform policy.
- Post classroom rules and maintain clear expectations of student behavior, including the anti-bullying emphasis and all other general school rules.
- Post the following on the walls of the classroom: Success Maker Progress chart, AR chart, Focus Walls for Language Arts, student work that shows grade level proficiency and anything else that is appropriate.
- Post a daily agenda on the board that informs students of what standards will be taught for each of the content areas on that day.
- Maintain the classroom free of undo clutter and make sure that the room is well organized to promote learning. This includes teacher's desks, student desk's and the Office.

Curriculum, Assessment and Instructional Planning Objective: To create systems of data analysis and targeted instruction to ensure that every student masters grade level standards.

- Fully implement standards-based, State-adopted curriculum.
 - Provide leveled, systematic ELD instruction incorporating adopted curricula in science, social studies, math and ELA whenever possible. Incorporate also appropriate academic language vocabulary to increase English language skills to *Proficient*.
 - Align curriculum with Power Standards and District Benchmark Assessments.
 - Collaboratively plan with grade level team and Extended Learning Coordinator to ensure that Power Standards are covered, as provided by the District (or other agreed upon) pacing guides, and that District benchmark assessments are given at the appropriate times.
-

- Participate in grade level Data Teams to identify areas needing targeted improvement in instruction. Administer pre- and post- tests, choosing strategies, planning instruction and analyzing results.

Parents and School Community Objective: To strengthen connections between parents and school.

- With each student, develop academic and personal goals. Share with parents.
- Implement the grade level *MacQuiddy Students will...* requirements.
- Communicate regularly with parents regarding their child's progress in school and listen actively to parent concerns and successes.
- Work with the grade level team to develop progress reports that include two-way communication between home and school and include student self-assessments.
- Work with Extended Learning program to coordinate both the regular school-day and after-school student work, remediation, and interventions according to the agreed upon pacing guide.
- Help plan and participate in at least two family-school activities such as student performances, math nights, test preparation trainings, etc.
- Meet with parents, at least twice during the year, to provide practical guidance to them in supporting classroom instruction, homework, test taking strategies, etc.

Work Hours/Instructional Time Objective: To maximize learning time for students and decrease the amount of wasted instructional time during the school day.

- Arrive at school each day at least ½ hour before the start of school and remain on campus for at least ½ hour after school ends (contracted basic work day).
- Be on time to meet students at the start of school and after each break. This means being on your way to the playground when the bell rings or at the time that the recess ends.
- Be fully prepared to teach students before each lesson begins.
- Release students for breaks, lunch or at the end of the day at the correct time – not early or late.
- Be at your assigned duties just before or no later than at the beginning of the duty period.
- Prepare transition activities so that the students can immediately begin learning whenever they enter your classroom.
- Put in place transitions from one activity to another within the classroom that can happen quickly and automatically with no loss of instructional time.
- Actively supervise student movement from one classroom to another for leveled groups.

Leadership and Decision Making Objective: To build leadership capacity and improve instruction.

- Set two or three individual professional goals for improving instruction in the year. Meet with an administrator to present and review those goals (3 meetings – beginning of the year, mid-year, and end of the year).
- Take leadership roles in the school or grade level leadership team, Site Council, curriculum area committee or in community building.
- Participate actively in all requirements of professional development activities.
- Participate in peer observation and coaching related to professional development initiatives and other instructional activities.

Pajaro Valley Unified School District
English Learner Advisory Committee
El Comité Consultivo para Aprendices de Ingles

Escuela: MacQuiddy

Actas de la reunión de ELAC (fecha) 14 / 4 / 10

Miembros presentes: Adjunto se encuentra la lista de los miembros presentes.

Total de miembros elegidos presentes 3. Número de personal de la escuela 3.

Número de padres presentes 37, Número de invitados 1 y otros _____.

Requisitos Legales/ Entrenamiento Asignado: Favor de poner un círculo alrededor de las tareas discutidas en esta junta.

①	Aviso para el programa escolar para los aprendices de ingles
②	Aviso para el desarrollo del Plan Escolar para el Éxito Académico
3.	Asistencia en el desarrollo de la evaluación de las necesidades escolares
4.	Asistencia en el desarrollo del censo anual de lenguajes
5.	Asistencia en el desarrollo de como informar a los padres de la importancia de asistencia consistente

P. Rivas

D. Muñoz (nombre) llamó la reunión a orden a las (hora) 6:02.

1. Actas: Las actas fueron leídas de la reunión de 4.3.10 (fecha) Fue solicitado por Sr. Conda (nombre) y aprobado por Sra. Reyes (nombre) que las actas serán aprobadas como fueron escritas (o como corregidas/cambiadas) (Si hay cambios, favor de adjuntarlos con las correcciones)

2. Asuntos Previos Discutidos: Reportes/Noticias del director/del representante de ELAC de previas recomendaciones para ELAC:

a. Los Dos presentaciones fueron surgidos por los padres

3. Reporte de DELAC: (resumen breve) Elizabeth Camacho
PAC - Sr. Conda

4. Asuntos Nuevos a Discutir: Actividad de capacitación para el requisito (Escribir el número de la tarea arriba que corresponde al tema que discutieron)

Encuesta a. Programas para los padres } Para informar la escuela cuando pedimos fondos y cuando escribimos nuestro Plan Escolar
b. Programa académicos

Actividad/Sumario	Documentos repasados	Contribución(es) de los miembros elegidos de ELAC:
"MacQuiddy - Hoy y Mañana" por Jack Davidson	1. Carta de Dorina Baker 2. Encuesta de padres	Los Padres escribieron sus consejos acerca del programa académico de MacQuiddy y escribieron su interés en programas para padres.



T.S. MacQuiddy Elementary

330 Martinelli St., Watsonville, CA 95076-2810

Phone: (831) 728-6315

Fax: (831) 728-6466

Principal: Jack L. Davidson Assistant Principal: Janet Sharron

Jack_Davidson@pvusd.net

Janet_Sharron@pvusd.net

School Site Council/*Concilio del Sitio Escolar*

April 22, 2010/*El 22 de abril de 2010*

1. **Welcome/*Bienvenido***

2. **MacQuiddy's Status as a Persistently Low-Achieving School/*Nombramiento de la Esc. MacQuiddy como una Escuela de Progreso Bajo Persistente (Regular)***
 - a. Series of planning meetings involving staff, parents and D.O.
 - b. School Improvement Grant proposal – due to Sacramento by June 1st
 - c. Hiring of new Principal [in process], to be hired by the end of May?
 - d. Changes for 2010-2011:
 - i. Regular Summer School only at the three PLA Schools, June 14-July 9
 - ii. K-3 Classes at 27:1 ~ Total of 24 Teachers vs. 23 previously announced
 - iii. 4th & 5th Grades at 32:1
 - iv. 5 Furlough Days = 175 Student Days vs. 180 currently
 - v. Restructured Day will be Wednesdays, not Tuesdays

3. **Parent Input on Parent Involvement as a part of Program Improvement/*Sugerencias de parte de los padres para involucramiento como parte de el Mejoramiento de la Escuela***
 - Group Discusiones/*Discusiones en grupos* (see attachment/*véanse la hoja adjunta*)

4. **Calendar of Events/*Calendario de eventos*:**
 - April 20-May 6 CST Testing for 2nd – 5th Grades: Tues. Wed. & Thurs. each week
 - April 26-May 14 Second Harvest/Post Office Canned Food Drive
 - May 6 Open House and Environmental Fair, 6:00 – 8:00 p.m.
 - May 7 Free Dress Day – No School Uniform required
 - May 20 Next School Site Council

5. **5th Grade Science Camp Fundraisers/*Levantando fondos para el campamento de ciencia para los del 5^{to} grado***
 - a. Re-Useable "Green" Bottle Sale, April 12th ~ April 28th
 - b. Jog-a-thon, TBA (May 7th?)
 - c. Recycling of CRV glass, aluminum and plastic
 - d. *Boxtops for Education* for 2010-2011

Pajaro Valley Unified School District
English Learner Advisory Committee
El Comité Consultivo para Aprendices de Ingles

Escuela: MacQuiddy

Actas de la reunión de ELAC (fecha) 13 / 5 / 10

Miembros presentes: Adjunto se encuentra la lista de los miembros presentes.

Total de miembros elegidos presentes 2. Número de personal de la escuela 2.

Número de padres presentes 20, Número de invitados 0 y otros 0.

Requisitos Legales/ Entrenamiento Asignado: Favor de poner un círculo alrededor de las tareas discutidas en esta junta.

1.	Aviso para el programa escolar para los aprendices de ingles
2.	Aviso para el desarrollo del Plan Escolar para el Éxito Académico
3.	Asistencia en el desarrollo de la evaluación de las necesidades escolares
4.	Asistencia en el desarrollo del censo anual de lenguajes
5.	Asistencia en el desarrollo de como informar a los padres de la importancia de asistencia consistente

P. Rivas

D. Muñoz (nombre) llamó la reunión a orden a las (hora) 6:30.

1. Actas: Las actas fueron leídas de la reunión de 1-4-10 (fecha) Fue solicitado por E. Camacho (nombre) y aprobado por E. Corda (nombre) que las actas serán aprobadas como fueron escritas (o como corregidas/cambiadas) (Si hay cambios, favor de adjuntarlos con las correcciones)
2. Asuntos Previos Discutidos: Reportes/Noticias del director/del representante de ELAC de previas recomendaciones para ELAC:
 - a. Levantar Fondos
3. Reporte de DELAC: (resumen breve) Elizabeth Camacho
PAC - Enrique Camacho
4. Asuntos Nuevos a Discutir: Actividad de capacitación para el requisito (Escribir el número de la tarea arriba que corresponde al tema que discutieron)
 - a. Concierto de Primavera - Padres decidieron de tener

Actividad/Sumario	Documentos repasados	Contribución(es) de los miembros elegidos de ELAC:
Reporte de R-30	2008 Censo de lenguaje de cada website CELDT - AMAO - MacQuiddy	90 % FEP/EL/RFEP Como mejorar el programa para EL (Aprendices de Inglés)
	2008 (no hand-outs - just visual's)	1. Padres tienen que involucrarnos más/leerles mas en la noche a nuestros hijos. E. Corda / E. Camacho - Les gustaria dar una plática de como motivar a los padres y motivar a los padres de ser voluntarios en la escuela 2. Enseñarles a los estudiantes a su nivel - buscar lugar apropiado

Pajaro Valley Unified School District
English Learner Advisory Committee

5. Other Presentations/Guest Speakers: Topic- Estrategías para la lectura

Activity	Document(s) Reviewed	Elected ELAC members' Input / Advice and/or other participants' comments
D. Muñoz presents	"Haciendo preguntas"	

6. Follow up: Items from this meeting that require further follow up

Item to be followed up on:	By whom?	By when?
E. Camacho / E. Conda discurso para padres	Pamela	ante de 5/27
Venta de pizza	Pamela / Diana	before 5/27

7. Time on the Agenda: (other announcements, comments)

- a. Censo/Recursos de la comunidad
b.

8. Meeting adjourned at 8:30 PM

Minutes submitted by P. Rivas

Junta del Programa Migrante y Padres de ELAC

Comité Consejero de Aprendices de Inglés

Escuela MacQuiddy—Biblioteca

13 de mayo, 2010

Hora: 6:30-8:30 pm

1. Bienvenida

Diana Muñoz, Maestra Migrante

Pamela Gerk Rivas, Maestra de los Aprendices de Inglés

2. Rompehielos: "Comparte algo acerca de su madre"

5min

3. Aprobar las Actas/ Añadir

2 min

4. Asuntos Pendientes/Nuevos

3min

5. "Estrategias para la lectura – Haciendo preguntas"

Diana Muñoz, Maestra Migrante

45min

6. Presentacion de ELAC-Reporte de R-30

Pamela Rivas

Maestra de los Aprendices de Inglés

30min

7. Reporte de PAC

Enrique Conda

Vice Presidente del Program Migrante

10min

8. Reporte de DELAC

Elizabeth Camacho

Representante de Padres de ELAC

10 min

9. Anuncios/Clausura/Evaluaciones

Diana Munoz

15min.

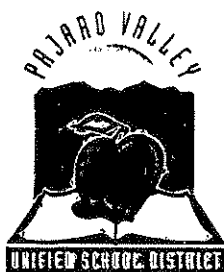
Recommendations
ELAC/Migrant meeting
May 13, 2010-05-19

R-30 Presentation

How can we better serve the needs of our ELL's?

Parents' Response

1. We need more workshops on how to help our students at home
 2. As parents we need to be more involved in our children's education
 3. Even if we are tired after work we should try to focus on our children for at least 5-15 of undivided attention
 4. As parents, we also have the responsibility to educate our children.
 5. We need to read to our children every night.
 6. Volunteer time to help out at the school
 7. Suggestion: Have Enrique Conda and Elizabeth Camacho talk to all parents in a motivational talk about how to get involved in school.
 8. Have children write notes to parents inviting them to events and to volunteer.
 9. When we come to Open House and Back to School, we should really take time to sit with our children to go over their work that they have worked so hard on.
 10. Program recommendations: If a child is not receiving instruction at their level, the school should find the appropriate placement or instruction. For example, if a child is reading at a higher grade level, perhaps that child could go to another grade level for reading.
-



T.S. MacQuiddy Elementary

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Phone: (831) 728-6315

Fax: (831) 728-6466

Principal: Jack L. Davidson

Assistant Principal: Janet Sharron

Jack_Davidson@pvusd.net

Janet_Sharron@pvusd.net

School Site Council/*Concilio del Sitio Escolar*

May 20, 2010/*El 20 de mayo de 2010*

1. **Welcome/*Bienvenido***
2. **MacQuiddy's Status as a Persistently Low-Achieving School/*Nombramiento de la Esc. MacQuiddy como una Escuela de Progreso Bajo Persistente (Regular)***
 - School Improvement Grant proposal – due to Sacramento by June 1st
 - i. Preliminary Budget/*Presupuesto inicial*
 - ii. Grant Budget/*Presupuesto de la conseción*
 - Hiring of new Principal - in process/*Nuevo Director(a) -- en proceso*
 - Suggestions for new Principal/*Sugerencias de calidades para el nuevo director*
3. **Report on My Mom and I Reading Together/*Reporte sobre Mi mama y yo leyendo juntos***
4. **Calendar of Events/*Calendario de eventos*: [Last 10 days of school!]**

May 27	Spring Program, 5:30-6:30 p.m.: Pizza sale (ELAC & Migrant Parents) and 7:00-8:00 p.m.: Program, Cafeteria
May 28	Final payments due for 5 th Grade Science Camp money
May 31	Memorial Day – NO SCHOOL
June 1	Kinder Promotions: Ms. Pantoja, 9:00 a.m. and Mrs. Khan, 12:00 p.m.
June 1	2:30 p.m. Dismissal
June 2	Kinder Promotions: Mrs. Brazil de Castro, 9:00 a.m. & Mrs. Levine, 12:00 p.m.
June 4	5 th Grade Promotion Ceremony, 9:00 a.m.
June 4	LAST DAY OF SCHOOL - Final Dismissal, 11:30 a.m.
June 14	Summer School Starts, June 14-July 9
5. **5th Grade Science Camp Fundraisers/*Levantando fondos para el campamento de ciencia para los del 5^{to} grado***
 - Final payments due, May 28th, \$1,108.00
 - Re-Useable "Green" Bottle Sale, \$3,725.79
 - Recycling of CRV glass, aluminum and plastic, \$55.63
 - *Boxtops for Education* for 2010-2011, \$269.50

2010-2011 Information for MacQuiddy

Initial Budgeting of Staff from General and Categorical Funds Apportioned to MacQuiddy:

1. Reading/Language Arts Teacher, 1.0 FTE
2. Academic Coordinator, .50 FTE [+ .50 FTE District-funded = 1.0 FTE @ AP]
3. Three Hourly Reading (2) and Math (1) Teachers @ 3.0 hrs. – first 40 days of school
4. Substitutes for Testing Students and Teacher Collaboration
5. Instructional Support Clerk, .5625 FTE (4.5 hrs./day)
6. Site Computer Support Tech., .50 FTE (4.0 hrs./day)
7. Release Time P.E. Teacher, .80 FTE (District paid)

SIG Staffing Items:

1. Community Liaison, 1.0 FTE (Teacher)
2. Reading/Language Arts Teacher, 1.0 FTE [+ #1 above]
3. Stipend for Grade Level Leads, 4.0-8.0 hrs. supplemental pay/month
4. Extra Duty pay for Teachers for an extra .5 hour/day additional work for Grade Level Collaboration, planning and Data Team work, four days/week (M/T/Th/F)
5. Part-time Support Teachers (Language Arts, P.E., Art, Math, Science, Social Studies, etc.)
6. Up to 10 additional contract days for Principal to deal with grant requirements
7. 140 additional teacher work days (average of 4 each) @ \$148/day for PD outside of basic work year calendar
8. Supplemental materials to better meet students' academic needs (e.g.: *Reach*)
9. Substitutes for Collaboration, Peer Observations and Professional Development, etc.
10. Additional .50 FTE Site Computer Support Technician [see #6 above]

May 20, 2010 Revision - DRAFT



REPORTS

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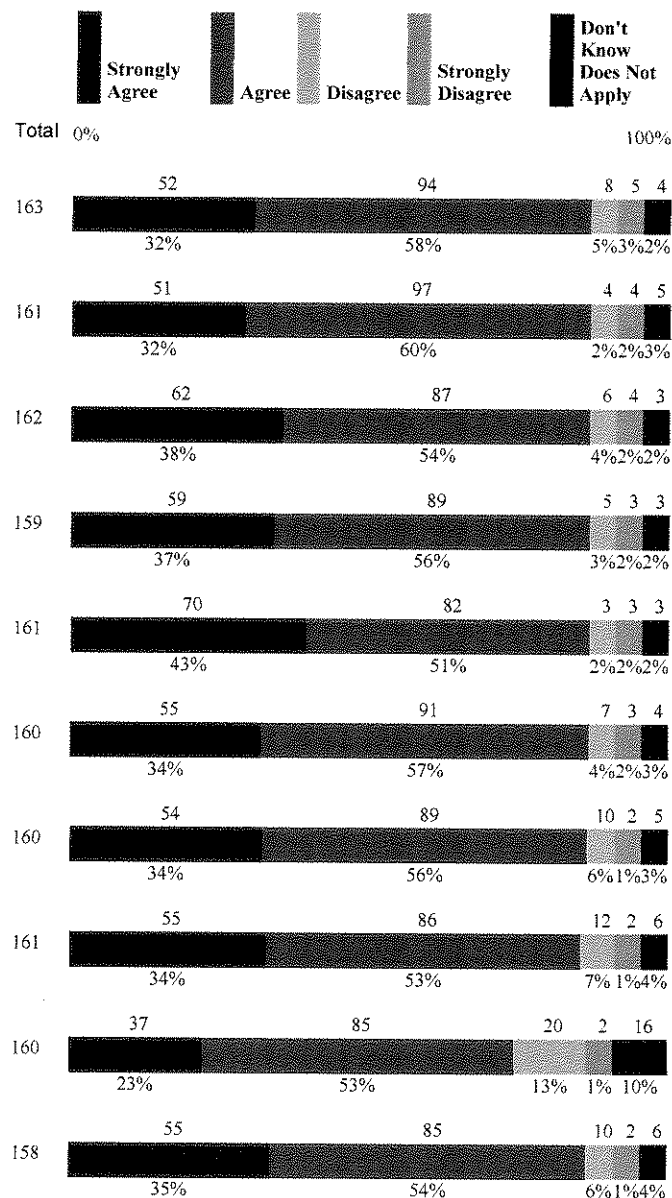
User: PVUSD PARENT IP: 205.155.15.223 LOGOUT

Client: **PVUSD - Elementary**Department: **PVUSD - District**Survey: **Parent**

Answer Summary Report
by Elementary School **MacQuiddy**
by Date **Winter 2010**
data as of: Wednesday 26-May-10 12:31 PM

Academic Program

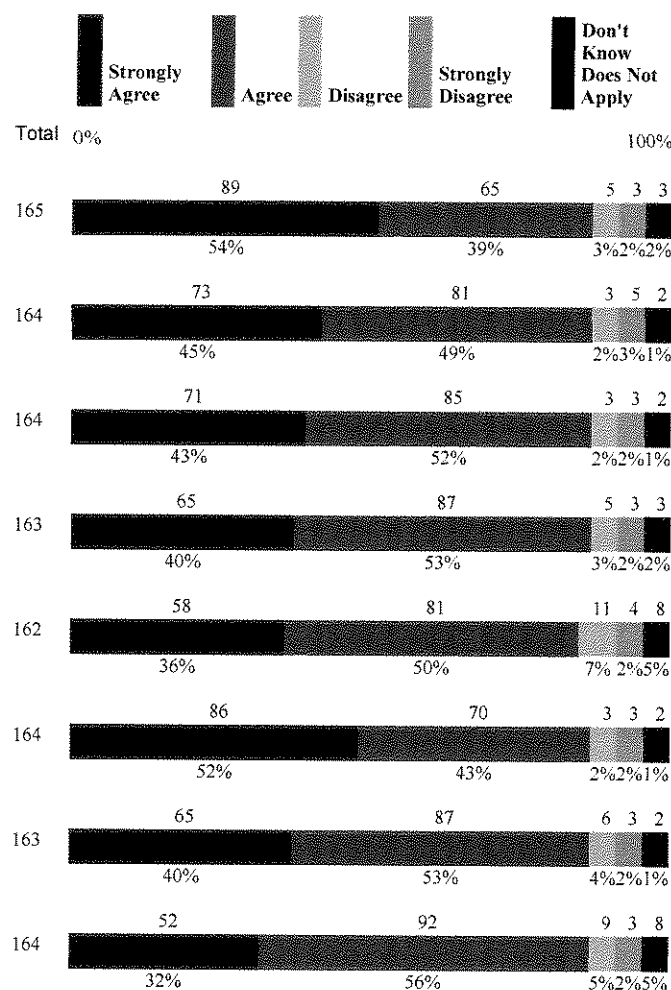
1. The school gives me enough information to understand the academic program.
2. I understand the grade level standards that my child is responsible for mastering.
3. I am provided timely information about my child's academic progress.
4. My child is challenged to reach his/her potential.
5. My child believes he/she is capable to do well in school.
6. My child is being well prepared to read academic textbooks.
7. My child is being well prepared in academic writing.
8. My child is being well prepared to take higher levels of math.
9. My child is being well prepared to take higher levels of science.
10. My child has shared his/her academic and/or career goals with me.



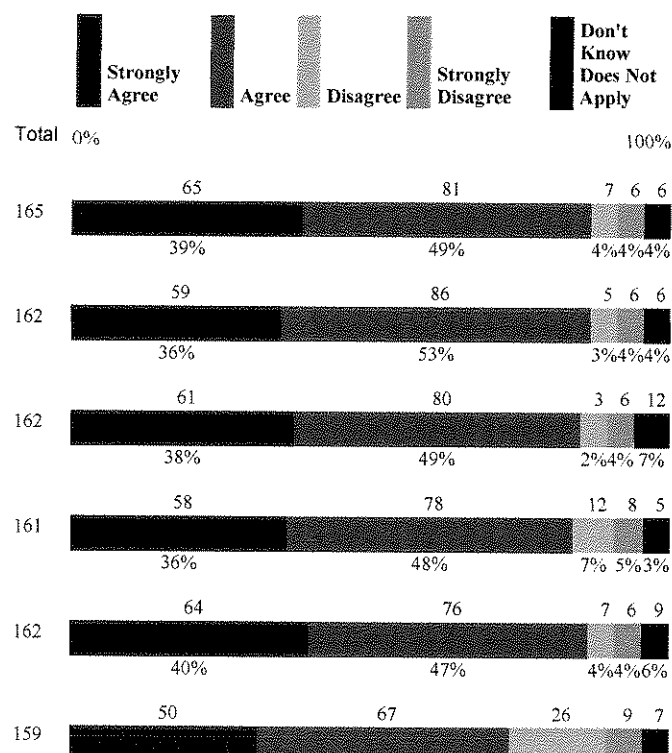
56

School Climate

11. I feel comfortable talking to my child's teacher.
12. I feel welcomed by the staff at my child's school.
13. My child feels safe at school.
14. When I have a question, school staff are easily available to answer it.
15. When I contact the school, the staff responds in two days or less.
16. My child likes to go to school.
17. Discipline is fair and consistent.
18. Students are well known by the school staff.

**School Support Resources**

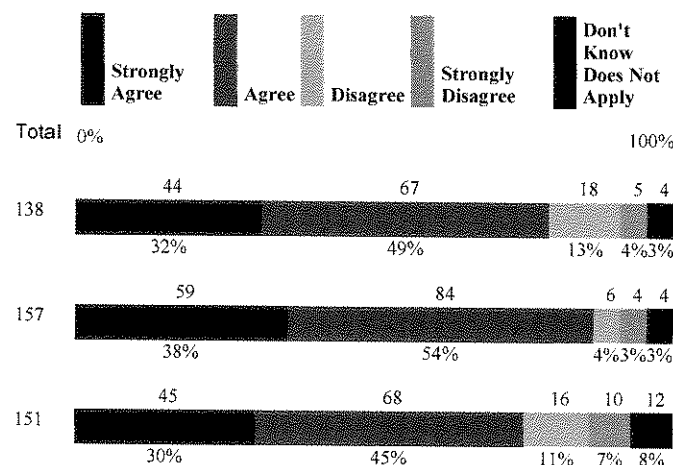
19. I know who to contact at school if my child needs help.
20. My school provides opportunities for me to learn how to help my child succeed in school.
21. My school has support for students with special needs.
22. My child has access to a nutritional lunch.
23. My child actively participates in the physical education program.
24. The school-made lunches are nutritional.



31% 42% 57 16% 6% 4%

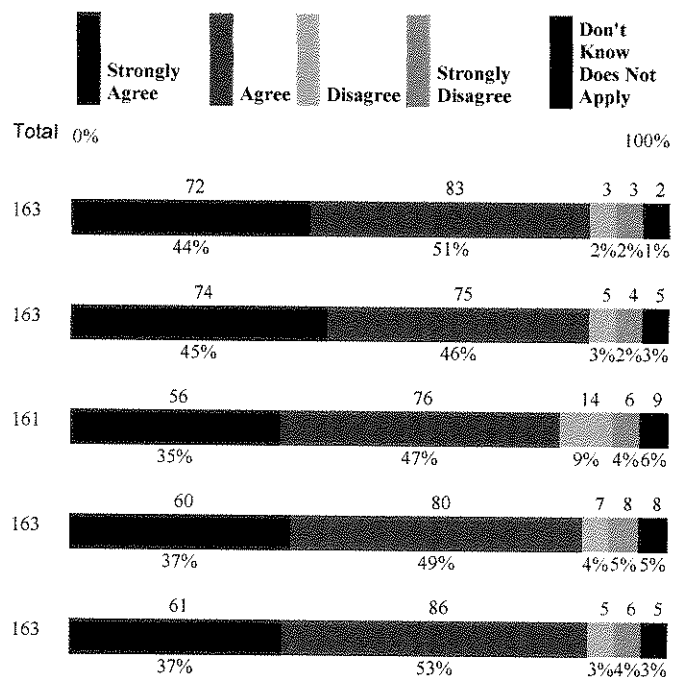
School Physical Environment

25. My child's school is in good physical condition.
26. Teachers at this school maintain a classroom environment conducive to learning.
27. My child's gym and playground is safe and in good repair.



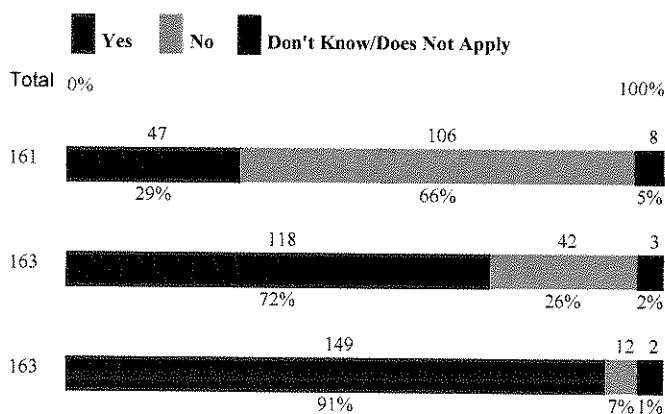
Teachers & Administrators

28. Teachers encourage parents to become involved in school.
29. My child's teacher gives support to my child when he/she is struggling.
30. The school staff pay attention to my child's feelings.
31. The administrators (principal and vice-principal) are approachable when I have comments or concerns.
32. The administrators are respectful at all times.



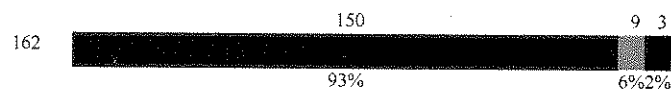
Partnerships

33. I have volunteered to help at school.
34. I have attended school assemblies or programs.
35. We have a quiet place in our home for our child to do homework.



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36. Parents are treated respectfully at this school.



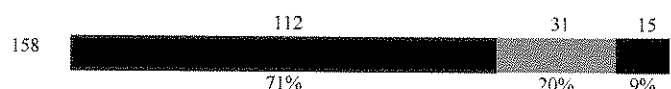
37. We have materials in our home for our child to read.



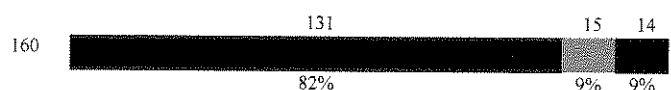
38. The school makes an effort to ensure all parents receive notices about meetings.



39. I have ample opportunities to become involved in school activities.

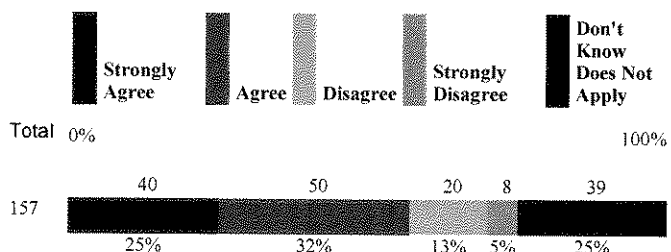


40. Parents are asked for input about important decisions about the school.

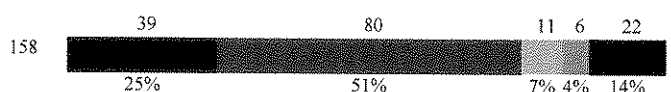


Technology

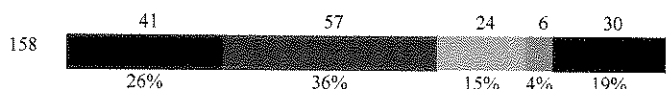
41. My child has access to an Internet connected computer at home.



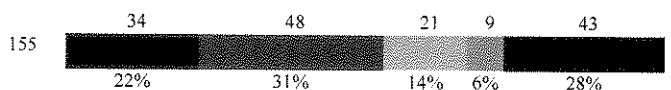
42. My child spends time on the computer at school.



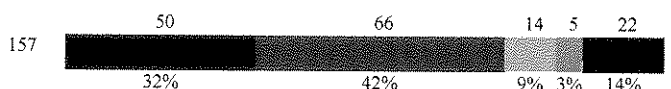
43. I am aware of the different computer programs offered at school to help my child.



44. My child has access to a computer to complete homework assignments.



45. I am aware of the district's policies for the use of technology.





Migrant Education, Region XI

294 Green Valley Road 786-2385
Watsonville, California 95076



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Junta Mensual del Comité Consejero de Padres Migrantes del Distrito Escolar Unificado del Valle de Pájaro

**Cafetería de la Escuela Pájaro
Martes, 4 de mayo del 2010
7:00 p.m. - 9:00 p.m.**

Agenda

1. Apertura Sr. Socorro Bermúdez, Presidente
2. Lista de Asistencia Sr. Enrique Conda, Vicepresidente
3. Lectura de Minutas Sra. Rosario Rosales, Secretaria
4. Repasar y aprobar agenda y minutas Sr. Socorro Bermúdez, Presidente
5. Reporte del Tesorero. Sr. Aarón García, Tesorero
6. Reportes:
 - 6.1 Reporte del Presidente Sr. Socorro Bermúdez, Presidente
 - 6.2 Reporte de las Asociaciones de Estudiantes Migrantes. Estudiantes de las Preparatorias
 - 6.3 Comunicación de Representantes de las Escuelas Representantes
 - 6.4 Anuncios y Eventos Dra. Rosa Hernández
 - 6.5 Reporte sobre las escuelas identificadas de Rendimiento Académico Persistentemente Bajo
..... Dorma Baker, Superintendente y Ylida Nogueta, Asistente a la Superintendente
 - 6.6 Nominaciones: Vocal y Oficial del Orden Sr. Socorro Bermúdez, Presidente
 - 6.7 Representantes Estatales Sra. María Torres y Sr. Martín Parra
7. Asuntos Generales Sr. Socorro Bermúdez, Presidente
8. Clausura

Monthly Meeting of the Migrant Parent Advisory Committee of the Pájaro Valley Unified School District

**Pájaro Middle School Cafeteria
Tuesday, May 4, 2010
7:00 p.m. - 9:00 p.m.**

Agenda

1. Opening Mr. Socorro Bermudez, President
2. Roll Call of Officers Mr. Enrique Conda, Vice-president
3. Reading of Minutes Mrs. Rosario Rosales, Secretary
4. Reading and approval of Agenda and Minutes Mr. Socorro Bermudez, President
5. Treasurer's Report Mr. Aaron Garcia, Treasurer
6. Reports:
 - 6.1 President's Report Mr. Socorro Bermudez, President
 - 6.2 Migrant Student Association Reports High School Students
 - 6.3 Communication from School Representatives Representatives
 - 6.4 Announcements & Events Dr. Rosa Hernandez
 - 6.5 Report on Persistently Low Performing Schools Dorma Baker, Superintendent &
..... Ylida Nogueta, Asst. Superintdnt
 - 6.6 Nominations: Vocal & Sergeant at Arms Mr. Socorro Bermudez, President
 - 6.7 State Representatives Mrs. Maria Torres & Mr. Martin Parra
7. General Topics Mr. Socorro Bermudez, President
8. Closure



Oficiales del Comité
Consejero de Padres Migrantes

Officers of the Migrant
Parent Advisory Committee

J. Socorro Bermúdez
Presidente/President

Enrique Conda
Vice Presidente / Vice President

Rosario Rosales
Secretario / Secretary

Aarón García
Tesorero / Treasurer

Nicolas Rojas
Oficial del Orden
Sergeant at Arms

Elena Manzo
Vocal / Alterante

Martín Parra
Representante al Estado
State Representative

Maria Torres
Representante al Estado
State Representative

Alvaro Reyes
Alternante al Estado
State Alternate

Junta del Comité de Padres Migrantes

Migrant Parent Advisory Committee Meeting



PAJARO VALLEY UNIFIED SCHOOL DISTRICT

Reporte sobre las escuelas identificadas de Rendimiento Académico Persistentemente Bajo

Por Dorma Baker, Superintendent y Ylida Nogueta, Asst. a la Superintendente

Report on Persistently Low Performing Schools

By Dorma Baker, Superintendent & Ylida Nogueta, Asst. Superintendent

Cafetería de la Escuela Pájaro
Pájaro Middle School Cafeteria
(250 Salinas Road, Watsonville)

Mayo 4, 2010

7 PM - 9 PM

¡Habrà Cuidado de Niños y una Rifa!
Childcare and a Raffle will be provided!

Educación Migrante
Migrant Education
294 Green Valley Rd.
Watsonville, CA 95076
(831) 786-2385

